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ABSTRACT

This document contains two issues of a journal on reducing youth gun violence, reprinted from a report by the U.S. Department of Justice. The first issue, part one, provides an overview of programs and initiatives. The second issue, part two, describes prevention and intervention programs. To reduce violence and build healthy communities requires a two-pronged assault on juvenile delinquency and youth gun violence. Legal measures that limit access to firearms are a first step. Recent Federal legislation, including the Youth Handgun Safety Act and the Gun-Free Schools Act, makes a strong statement that guns in the hands of young people will not be tolerated. With a fuller understanding of the factors contributing to gun violence, it is possible to design ways to prevent youth gun use. Part one concludes with "Making Schools Safe: The Importance of Empathy and Service Learning" by Alan McEvoy, which discusses an approach to violence reduction. At the end of part one, a resource bibliography is also included. Part two addresses individual programs that seek to incorporate the information from part one by broadly summarizing the various violence reduction strategies that have been implemented by organizations across the country. Preventative programs discussed include: (1) curriculums; (2) trauma prevention; (3) gun buy-back programs; and (4) public education campaigns. The intervention programs discussed include: (1) community law enforcement; (2) gun market disruption and interception; (3) diversion and treatment programs; (4) gun courts; and (5) alternative schools. A complete resource of youth gun violence reduction programs and prevention organization sis included. (SLD)

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Reducing Youth Gun Violence

Part One—An Overview

[and]

Part Two—Prevention and Intervention Programs

Alan McEvoy, Editor

School Intervention Report

v10 n1-2 Fall-Win 1996-97

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SCHOOL INTERVENTION REPORT™

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Fall 1996 Safe Schools Coalition, Inc.

Reducing Youth Gun Violence:*

Part One – An Overview

Part One, in this issue, discusses an overview and background of youth gun violence. **Part Two,** in the Winter 1996-97 issue, will cover prevention and intervention programs and initiatives.

The nation's juvenile justice system is at a crossroads. We face a disturbing increase in violent crimes committed by American juveniles, and an alarming rise in abuse, neglect, and gun violence perpetuated against this country's youth. In light of this emerging crisis and its complexity, we can no longer afford to focus narrowly on individual disciplines. To seriously address the rising levels of juvenile crime across the United States, especially youth gun violence, all members of the community, including specialists in relevant policy and academic areas, must participate. Reducing violence and building healthier and safer communities requires planning that is collaborative and comprehensive. Collectively, we must launch a two-pronged assault on juvenile delinquency and youth gun violence. Both a commitment to prevention and early intervention and a strong focus on law enforcement and a comprehensive system of graduated sanctions are crucial to this battle.

A number of programs to reduce young people's access to and dangerous use of guns have been initiated by individuals and organizations across the country that others

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should support and emulate. These interventions fall into seven categories:

(1) legislation, (2) research, (3) technological and environmental changes, (4) federal law enforcement, (5) prevention programs, (6) intervention programs, and (7) comprehensive initiatives.

Youth Gun Legislation

Legal measures that limit access to firearms strive to reduce the number and type of people eligible to own or possess firearms, as well as the types of firearms that can be manufactured, owned, and carried. Gun violence reduction legislation addresses both firearm availability and societal norms to reduce crime and violence.

Recent federal legislation makes a strong statement that guns in the hands of young people will not be tolerated and represents a critical step toward making our schools and neighborhoods safer:

- The Youth Handgun Safety Act (Title XI, Subtitle B), passed in August 1994 as part of the Omnibus Violent Crime Control and Law Enforcement Act, prohibits the possession of a handgun or ammunition by a juvenile, or the private transfer of a handgun or ammunition to a juvenile. The law includes a number of exceptions, such as possessing a firearm for farming, hunting, and other specified uses.
- The Gun-Free Schools Act took effect on March 31, 1994, amending the current Elementary and Secondary Education Act (ESEA) of 1965 (20 USC 2701 et seq.). It stipulates that any local educational agencies (LEA) receiving ESEA assistance must have a policy requiring the expulsion — for a period of not less than one year — of any student who brings a firearm to school. The LEA's chief administering officer, however, may modify the expulsion requirement on a case-by-case basis.
- A second Gun-Free Schools Act, enacted in October 1994, requires LEAs to implement a policy of referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

Although this legislation is enacted by the federal government, it is state and local law enforcement officials who can deal most effectively with juvenile gun violations. The role of the federal government is to support state and local efforts in doing so. Indeed, in approximately half of the states, statutes exist that are at least as stringent as the Youth Handgun Safety Act.

The National Criminal Justice Association, under a grant from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Bureau of Justice Assistance (BJA), has produced a guide, "Compilation of State Firearm Codes That Affect Juveniles," that contains most state firearm code provisions that might be applied to juveniles relating to the ownership, purchase, receipt, handing, carrying, and holding of firearms. The guide reported that all 50 states and the District of Columbia have prohibitions or restrictions on juveniles' possession and use of firearms or handguns. It also reported the percentage of states that have codes affecting juveniles relevant to each of the following areas: possession of a firearm (75 percent), possession of particular types of firearms (90 percent), parental consent (at least 50 percent), safety training (10 percent), special prohibitions relating to

adjudicated delinquents (more than 20 percent), juveniles addicted to alcohol or drugs (more than 33 percent) or committed to mental institutions (35 percent), firearms in schools (more than 67 percent), waivers to criminal court (18 percent), and detention (2 percent). It also describes juvenile firearm-related provisions enacted by state legislatures in 1994.

Even though reducing youth gun violence is a federal priority, the battle to stop violence by and against juveniles must be fought at the state and local levels. Federal agencies can be most effective by providing support to states and communities, particularly by disseminating sound information gathered nationally on effective approaches to intervention, rehabilitation, and prevention.

Youth Gun Research

The extensive research on youth gun violence that has been conducted by criminologists, public health researchers, and sociologists should guide all state or local prevention or intervention initiatives. Research on gun deaths affecting both adult and child populations is extensive. Literature focusing exclusively on guns and youth overlaps with the broader body of gun literature, but is even more extensive in the areas of incidence and prevalence of gun deaths.

The Incidence and Prevalence of Youth Gun Violence

Most studies of youth and guns focus on homicide, suicide, or accidental death by firearms. This research shows increasing numbers of homicides and deaths by firearms, especially among the population of young African-American males.

Suicides. A total of 1,899 youth ages 15 to 19 committed suicide in 1991, a rate of 11 per 100,000 youth in this age group. Between 1979 and 1991, the rate of suicide among youth in this age increased 31 percent and in 1989, among those suicides six out of 10 were committed with firearms (Allen-Hagen, Sickmund, and Snyder 1994). Research has also found that the presence of firearms in the home is associated with increased risk of adolescent suicides (Brent, Perper, and Allman 1987).

Murder rates. Homicide rates for youth 18 and under have more than doubled between 1985 and 1992, while there has been no recent growth in homicide rates for adults 24 and older. Following a period of relative stability from 1970 to 1985, the rate of murder committed by young people (ages 15 to 22) increased sharply. It is estimated that for this age group 18,600 murders were committed from 1986 to 1992, or 12.1 percent of the annual average of 22,000 murders reported in those years. In one year alone (1991), this age group generated an excess of 5,330 murders, or 21.6 percent of the 24,703 murders reported in the Federal Bureau of Investigation's (FBI's) 1991 Uniform Crime Report. The murder rate for 16-year-olds, for example, which, prior to 1985, was consistently about half that of all other age groups, increased 138 percent from 1985 to 1992. Even the murder rate for 13- to 14-year-olds, which is still low enough to not be a significant contributor to the total murder rate, doubled between 1985 and 1992 (Blumstein 1994).

Homicides with guns. The number of homicides juveniles commit each year with guns has more than doubled between 1985 and 1992, while there has been no change in nongun homicides. From 1976 to 1985, the

number of homicides committed by juveniles involving a gun remained steady at 59 percent, the other 41 percent involved some other form of weapon. Beginning in 1985, and especially in 1988, there was a steady growth in the use of guns by juveniles, with no corresponding trend in nongun homicides (Blumstein 1994).

Homicide victims. For victims over age 30, the percentage killed by guns declined a small but statistically significant amount from 1976 to 1991. But for victims 15 to 19 years old, that rate rose from an average of 63 percent from 1976 to 1984, to a level of 85 percent in 1992. For younger victims, the homicide rate has risen even higher, from 49 percent to 72 percent. More than 70 percent of these teenage victims were shot to death (Blumstein 1994). From 1979 to 1989, firearm homicide rates were highest for black males and lowest for white females in all five urban populations studied (Fingerhut et al. 1992b). Teenage boys in all racial and ethnic groups are more likely to die from gunshot wounds than from all natural causes combined (Jones and Krisberg 1994).

This report, however, does not emphasize the body of literature on the incidence and prevalence of gun death and murder rates among children and youth, but rather highlights the much smaller body of literature on this epidemic's context, analysis, and potential solutions. The research cited here relies less on traditional crime study sources such as police reports; it instead uses sources more relevant to youth, including opinion polls, self-reported surveys, epidemiological analysis, and criminological research.

Youth Gun Violence and Preventive Solutions and Interventions

Research on the contexts that lead to youth involvement with guns, analysis of the reasons for youth involvement with guns, and preventive solutions and interventions to this problem are much more sparse than the literature on the incidence of gun violence. It is in these areas, however, that researchers have found the most useful information relating to policies and methods for reducing youth gun violence.

The Context of Youth Gun Violence

Research on the context of youth gun violence provides information beyond the numbers of deaths. It indicates the circumstances and broader significance surrounding the incidence of youth gun violence, including young people's access to and use of

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guns; the role of drugs and drug dealing; the importance of gun dealers and types of guns; the level of youth gun deaths associated with domestic arguments, suicide, and accidents rather than criminal behavior; and the effect of young people's social maladjustment or lack of training in proper gun handling. In general, the context of youth gun violence explains many interrelated factors that must be addressed in an intelligent approach to this crisis.

Access. Increased availability of guns makes youth violence more lethal (American Psychological Association 1993; Elliott 1994; Jones and Krisberg 1994; McDowall 1991). A trend analysis of juveniles committing homicide shows that since the mid-1970s the number of homicides in which no firearm was involved has remained fairly constant. However, homicides by juveniles involving a firearm have increased nearly threefold. In addition, during this same period the number of juvenile arrests for weapons violations increased 117 percent.

- In a 1992 study documenting self-reported handgun access and ownership in Seattle, Washington, 34 percent of students reported easy access to handguns (47 percent of males and 22 percent of females), and 6.4 percent reported owning a handgun (Callahan and Rivera 1992).
- A 1993 national study by the Centers for Disease Control and Prevention (CDC) revealed that 21 percent of New York City public high school students reported carrying a weapon such as a gun, knife, or club (7 percent identified a handgun), within a 30-day period.
- The ongoing Rochester Youth Development Study found that 10 percent of ninth- and tenth-grade boys in Rochester public schools owned a firearm and that 7.5 percent carried them regularly (Lizotte et al. 1994).
- A 1993 national opinion poll of youth in grades 6 to 12 showed that 59 percent of the 2,508 children surveyed said they could "get a handgun if they wanted"; 35 percent maintained that it would take less than an hour to acquire a firearm; and 15 percent reported carrying a handgun in the last month (Louis Harris 1993).
- A 1993 study of seventh-grade males in an inner-city high school found that 48 percent carried knives and 23 percent carried guns. Among eighth-grade males, 45 percent carried knives regularly and 40 percent frequently carried a gun (Webster et al. 1993).

Use and lethality. Although guns are more available today, youth also now show an increasing tendency to use them to settle disputes. When youth who are already predisposed to violence have easy access to guns, they may be more likely to become violent (American Psychological Association 1993). Low prices (Pacific Center 1994) and technological innovations in firearm and ammunition manufacturing (Jones and Krisberg 1994) have further increased the lethality of youth gun violence. Despite advances in the medical field, the invention of rapid-fire assault weapons and bullets designed to explode within the human target is always one step ahead, making death a more likely outcome of shootings.

Drugs and firearms. Goldstein (in Blumstein 1994) indicates three ways drugs and crime are connected: (1) pharmacological/psychological consequences, in which drugs are linked directly to violent activity, (2) economic/compulsive crimes, or crimes

Calendar of Conferences

Safe Schools Coalition, Inc. — along with many other co-sponsoring organizations — presents the following schedule of conferences:

The Sixth International Conference on Sexual Assault and Harassment on Campus

November 2-4, 1996
Sheraton Long Beach Hotel • Long Beach, California

The Second Joint National Conference on Transition from School to Work

November 14-16, 1996
Holiday Inn International Drive Resort • Orlando, Florida

The Third Joint National Conference on Alternatives to Expulsion, Suspension, and Dropping Out of School

January 16-18, 1997
Holiday Inn International Drive Resort • Orlando, Florida

The First Joint International Conference on Developing Religious, Racial, and Ethnic Tolerance

March 20-22, 1997
Holiday Inn International Drive Resort • Orlando, Florida

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committed by drug users to support their habit, and (3) systemic crimes, or crimes committed regularly as part of doing business in the drug industry. With respect to the pharmacological effect of drugs, it is estimated that drugs, and most commonly alcohol, are a factor in a significant number of firearm-related deaths (Pacific Center 1994). However, given the relative decline in the past few years of illegal drug use among young people, particularly African-American youth, the extent of economic and compulsive crimes related to sustaining drug habits within this population is likely to be less significant. With respect to systemic drug crime, on the other hand, it is clear that firearms are more prevalent around illicit drugs (American Psychological Association 1993) and that this is particularly true for young people. A longitudinal study of 1,500 Pittsburgh male youth showed that the frequency of carrying a concealed weapon increased in the year concurrent with the initiation of drug selling. Among drug sellers, the rates for gun use steadily increased while the rates for other weapons decreased. This relationship was even more significant among drug sellers who sold hard drugs such as heroin, cocaine, and LSD (Van Kammen and Loeber 1994).

Crack cocaine. On the basis of drug arrest rates and other data, Blumstein (1994) hypothesizes that the increase in the recruitment of juveniles, primarily nonwhites, into the drug markets began with the introduction of crack cocaine to the inner cities. In addition to crack cocaine's addictiveness, there are a number of reasons why youth, especially nonwhite youth, may have been brought into the crack drug market. According to police, their recent "war on drugs" has focused on nonwhites much more than whites because black drug sellers tend to sell in the street, whereas white sellers are much more likely to operate indoors. As a result, black drug dealers are more vulnerable to arrest and more inclined to recruit young people, who are less vulnerable to punishments imposed by the adult criminal justice system. In addition, young people work more cheaply than adults, tend to be more daring and willing to take risks, and may see no other comparable satisfactory route to economic sustenance. These factors are undoubtedly enhanced by young people's pessimism as they weigh their opportunities in the legitimate economy, which increasingly demands that workers be highly skilled to gain entry. This economic reality makes youth in low-income neighborhoods particularly amenable to recruitment by drug dealers. It also makes them more likely, as with all participants in the illicit drug industry, to carry guns for self-protection. These hypotheses are consistent with aggregate national data showing that with the introduction of crack cocaine youth gun homicides increased rapidly at different times in different cities, particularly in New York City and Los Angeles, and later in Washington, D.C. (Blumstein 1994).

Criminal behavior, arguments, suicide, accidents, and gun deaths. Though often portrayed as a consequence of criminal activity, firearm deaths occur more often as a result of violent arguments than as a result of robberies, fights, and rapes combined (Pacific Center 1994). One study in King County, Washington, found that guns kept at home were involved in the death of a household member 18 times more often than in the death of a stranger. These deaths included suicides, homicides, and unintentional fatal shootings (Kellerman 1993).

Obtaining guns from gun dealers. Duker's report on gun dealers (1994) looked at the relationship between gun use among

juveniles and state-, county-, and city-licensed gun dealers. Areas of research included: (1) where adolescents who carry and use guns get those guns, (2) the number of gun dealers youth are aware of in their city, county, or state, (3) detailed information on the names and addresses of gun dealers and stores youth may use to obtain firearms in their city, county, or state, and (4) laws, regulations, and preemptions relating to gun dealers. This report also provides state-by-state data on the geographical distribution, concentration, and regulation of gun dealers.

Maladjusted youth. Handguns are more likely to be owned by socially maladjusted youth, dropouts, drug dealers, and individuals with a prior record of violent behavior than by more socially adjusted youth, even in those sections of the country in which firearms and hunting are fairly common (American Psychological Association 1993; Elliott 1994; Huizinga 1994; Lizotte et al. 1994). In a study by Webster et al. (1993), gun carrying among seventh and eighth graders at an inner-city school was associated with having been arrested, knowing victims of violence, starting fights, and being willing to justify shooting someone. Illegal guns, in particular, are more likely to be owned by delinquents or drug users. For example, 74 percent of illegal gun owners commit street crimes, 24 percent commit gun crimes, and 41 percent use drugs (Huizinga 1994).

Types of guns. In one study of serious juvenile offenders and students from high-risk areas in four states, the firearms of choice were high-quality, powerful revolvers, followed closely by automatic and semiautomatic handguns, and shotguns (Sheley and Wright 1993).

Gun socialization. According to one researcher, gun ownership by adults and the introduction of their children into recreational gun culture appears to reduce problems associated with teenage violence (Blackman 1994). Research by Huizinga (1994) and Lizotte et al. (1994) also shows that for legal gun owners, socialization appears to take place in the family. For illegal gun owners, however, socialization comes from peer influences "on the street."

Analysis of Increased Youth Gun Violence

The following hypotheses and explanations on the increase in youth gun violence have been posited in research literature. They are based on the previous section's examination of the context of youth gun violence.

A cycle of fear. To the taxonomy of drug/crime connections described earlier, Blumstein (1994) adds a fourth way in which drugs and gun violence are related: the community disorganization effect of the drug industry. The community disorganization theory explores the influence of the prevalence of guns among drug sellers as a stimulus to others in the community to arm themselves for self-defense, to settle disputes that have nothing to do with drugs, or just to gain respect. Blumstein posits a "diffusion" hypothesis to explain the increase in firearm homicides among youth. He suggests that as juveniles become involved in the drug trade, they acquire guns to protect themselves. In turn, other young people obtain guns to protect themselves from these drug-involved, gun-carrying juveniles. Disputes that previously would have ended in fist fights now have the potential to lead to shootings. Elliott's research on the increased lethality of youth violence (1994), Fagan's

forthcoming research on the "ecology of danger," and the Louis Harris poll (1993) showing that 35 percent of children ages six to 12 fear their lives will be cut short by gun violence, support Blumstein's hypothesis.

Lack of opportunity. Blumstein (1994) and Pacific Center (1994) further hypothesize that high levels of poverty, high rates of single-parent households, educational failures, and a widespread sense of economic hopelessness exacerbate the diffusion phenomenon and increase the use of guns by young people.

Culture of machismo and violence. Fagan (forthcoming) suggests that, in addition to the environment of fear in which young people live, youth violence is affected by cultural dynamics related to the illicit gun trade that has popularized guns and made "backing down" from arguments and "losing face" difficult for young people. Elliott's (1994) and Anderson's (1994) work also indicates that an element of showing off and ensuring respect and acquiescence from others is a method of self-defense that contributes to youth gun violence. In addition to the drug trade, criminogenic neighborhoods and media violence are also factors contributing to the use of guns by young people (Pacific Center 1994).

Shapiro et al. (undated) pinpoints grades five and six as a particularly "gun-prone" time and suggests that youth, responding aggressively to shame, finding guns exciting, feeling comfortable with aggression, and believing that guns bring power and safety, are most likely to engage in gun violence.

Lack of faith in law enforcement. Elliott (1994) suggests that youth violence may be a response to the perception among many violence-prone youth that public authorities cannot protect them or maintain order in their neighborhoods.

Youth perspective. The dramatic increase in murders by the very young raises concerns that a "greater recklessness" may be associated with teenagers than with adults. Guns in the hands of young people can engender fear that young people are less likely to exercise the necessary restraint in handling dangerous weapons, especially rapid-fire assault weapons (Blumstein 1994). Young people often have an underdeveloped sense of the value of life, their own as well as others. They may not have the ability to understand how one seemingly isolated act can in turn impact an entire community. This developmental issue, when combined with access to guns and the other factors described above, may contribute to youth gun violence (Pacific Center 1994).

Preventive Solutions

With a fuller understanding of the factors contributing to youth gun violence, it is possible to identify ways to confront this national crisis. The following types of prevention activities address problem areas early on in the lives of violence-prone children, and must be included in any truly comprehensive strategy to reduce youth gun violence in the United States.

Preventive services. Identifying children at risk and referring them to appropriate services are important first steps to reducing youth gun violence (American Academy of Pediatrics 1992; Blumstein 1994). These services should include teaching parenting skills and teaching children how to manage their anger nonviolently (Henkoff 1992). Violence-prone attitudes seem to increase between grades five and

six and then stabilize. Prevention programs that identify, address, and change attitudes, motives, and beliefs that contribute to violent behavior should be initiated at such ages (Shapiro et al. 1993). Programs for at-risk youth should focus on changing individual behavior and decision-making processes, and they should address alternative ways to express cultural pride and strength (Fagan, forthcoming).

Working with witnesses to violence. It is important to offer young perpetrators, victims, and witnesses of violence adequate psychological health services (American Psychological Association 1993; Collison et al. 1987). A survey of 582 Cook County, Illinois, Department of Corrections detainees found that 51 percent had previously entered hospitals for violence-related injuries, and that 26 percent had at one time survived gunshot wounds. Those with prior firearm injuries shared other violence-related factors such as witnessing a shooting at an early age and having easy access to a semiautomatic weapon (1995).

Public education. To encourage and support nonviolent attitudes and behavior among youth, long-term public and family education programs and gun safety curriculums in school must be included in violence reduction strategies (American Academy of Pediatrics 1992; CDC 1991; Christoffel 1991; Fingerhut et al. 1991; Sugarmann and Rand 1994; Treanor and Bijlefeld 1989). Involving youth (Treanor and Bijlefeld 1989) and developing community consensus on the use and possession of weapons are particularly important to developing an effective public education process (Fingerhut et al. 1991).

Reducing fear. Because the fear of assault is often claimed as the reason for carrying a firearm, programs should be implemented that address the risk of victimization, improve school climate, create safe havens, and foster a safe community environment (CDC 1992; Fagan, forthcoming; Kennedy 1994; Sheley and Wright 1993). According to Sheley and Wright "the fundamental policy problem involves convincing youths that they can survive in their neighborhoods without being armed" (1993). Accomplishing this public policy goal means reducing both perceived environmental dangers and reducing actual opportunities for weapon-associated violence (Fingerhut et al. 1991).

Making guns safer. Safer gun design, regulation, product liability, increased sales tax, firearm registration and licensure, background checks, and ammunition modification are ways to regulate the dangers of guns (American Academy of Pediatrics 1989; Christoffel 1991; Sugarmann and Rand 1994).

Reducing availability and stricter regulation. Nationwide, domestic manufacturing and foreign importation of handguns reached an all-time high in 1992 (Pacific Center 1994). Stricter legislation and bans on assault weapons and handguns are approaches unanimously suggested by the research as ways to limit the accessibility of guns to youth (American Academy of Pediatrics 1989; American Psychological Association 1993; Christoffel 1991; Fingerhut et al. 1991; Henkoff 1992; Kennedy 1994; Lawyers Committee 1994; Pacific Center 1994; Smith and Lautman 1990). The National Rifle Association (NRA) favors regulations on access to and misuse of firearms by minors, particularly at the state level, as long as these regulations do not impinge on adults' rights (Blackman 1994).

A review of preliminary evaluations of the effectiveness of local gun laws and policies (Brewer et al. 1994) showed that mandatory sentencing laws for felonies involving firearms show promise in preventing gun-related violent crime. Research indicates that restrictive handgun laws may also be effective (Elliott 1994; Lofton et al. 1991). Other types of laws have not been evaluated adequately to permit classification as either effective or ineffective.

Enforcing laws. The Brewer et al. review of prevention strategies (1994) suggests that enforcement of laws may be a key to reducing violent juvenile acts. The Lawyers Committee on Violence, a consortium of legal advocates, also espouses such a strategy (1994).

Drug treatment and prevention. Additional investments in drug treatment and reducing juvenile alcohol and drug use are also effective prevention strategies (American Psychological Association 1993; Blumstein 1994). Reducing the illicit drug trade would reduce drug-related violence as well as drug-induced violence. In addition, as Van Kammen and Loeber's (1994) research shows, a reduction in juvenile drug dealing would likely reduce their need to carry concealed weapons, particularly guns.

Improving opportunities. Strategies that address structural problems in the family, community, and society should complement any intervention focused on individual perpetrators. The culture of violence and lack of opportunity in inner cities, in particular, should be addressed (Ruttenberg 1994; Sheley and Wright 1993).

Interventions

Whereas preventive approaches seek to minimize factors associated with youth gun violence, interventions are needed for young people already engaged in high-risk activities.

Getting guns out of the hands of kids. To reduce the environment of fear in which violence-prone children live, and to achieve the greatest reduction in the number of weapon-carrying youth, research suggests that efforts be directed at youth who frequently carry weapons (Blumstein 1994; CDC 1991). This approach must be designed carefully to respect young people's civil liberties (Northrop and Hamrick 1990). Kennedy (1994) suggests that youth gun reduction and fear reduction should reinforce one another. He advocates a "market disruption" approach such as that used to fight street drug markets. By using community allies to report new dealing sites, making buyers feel vulnerable by publicizing reverse sting operations in which police pose as dealers and arrest buyers, and interfering with business by loitering around dealer sites, police have been successful in reducing drug trafficking in communities. Community support is critical for such an operation to be effective. A recent National Institute of Justice (NIJ) sponsored evaluation of the Kansas City, Missouri, Police Department's "Weed and Seed" initiative found that the program's success in getting guns off the street in one neighborhood reduced gun crimes there by almost 50 percent during a six-month period. Significantly, the decline in gun use and crime in the target area did not appear to cause a displacement of crime to adjoining neighborhoods.

Reducing the supply of guns. The Lawyers Committee on Violence, on the other hand, proposes that legal burdens associated with gun violence fall not only on those who use guns to commit crimes, but also on

gun owners, sellers and suppliers, and manufacturers, as well as the parents of the perpetrator if he or she is a minor.

Reporting and detection. The National School Safety Center found that one of the most effective interventions encouraged students to report weapon-carrying classmates to teachers or administrators (Butterfield and Turner 1989). They also suggest the use of metal detectors, unannounced sweeps, and searches of lockers (Butterfield and Turner 1989; Lawyers Committee 1994).

Using a broad coalition of advocates and experts. In almost every piece of literature addressing youth gun violence, the authors agree that the activities suggested above should be accomplished by a broad coalition of concerned individuals and organizations (Advocacy Institute 1994; American Academy of Pediatrics 1989; American Psychological Association 1993; Becker, Olson, and Vick 1993; May 1995; Price et al. 1991; Smith and Lautman 1990; Sugarman and Rand 1994; Treanor and Bijlefeld 1989). Crime control professionals, public health and health professionals, victims' families, educators, lawmakers, criminologists, gun control groups, community-based organizations, community members, the armed services, the Federal Communications Commission, and the U.S. Civil Rights Commission can all advocate and help save our youth from gun violence. Effective strategies include young people and disinvested people and provide legitimate activities and opportunities for them (Blumstein 1994).

Further Research

Experts in the field of youth gun violence have posited that further research in the following areas would help ground future youth firearms policy and practice:

- The magnitude, characteristics, and cost of morbidity and disability caused by firearms and other weapons (Northrop and Hamrick 1990; Sugarmann and Rand 1994; Zimring 1993).
- The number, type, and distribution of firearms and other weapons in the United States (Northrop and Hamrick 1990).
- The reasons young people carry guns (American Psychological Association 1993).
- The role violent gangs play in increased urban violence. It is unclear if the growth in urban violence is due to gangs, other law-violating groups of youth, or nongang youth (Howell 1994).
- Epidemiological studies on the precursors and correlates of firearm deaths and nonfatal firearm assaults (American Academy of Pediatrics 1992; Northrop and Hamrick 1990; Pacific Center 1994).
- The effectiveness of gun control policies (Elliott 1994; Northrop and Hamrick 1990; Zimring 1993).

NIJ is currently taking steps to address these research gaps. Ongoing and recently funded studies in NIJ's Office of Criminal Justice Research include the following:

- A national survey of private firearms ownership and use.
- A study of firearms prevalence in and around urban, suburban, and rural high schools.
- A study applying the principles of problem-oriented policing to the interruption of illicit youth gun markets in Boston

and Washington, D.C., combining prevention strategies with policing strategies used against illegal drug markets.

- Research in conjunction with OJJDP and CDC evaluating the effectiveness of a comprehensive strategy to reduce juvenile gun violence in the Atlanta metropolitan region.
- A study of youth violence, guns, and links to illicit drug markets."

OJJDP is funding ongoing and new research that addresses different aspects of the gun problem, including the following:

- An examination of the interrelationship of guns, violence, drugs, and gangs in Rochester, Pittsburgh, and Denver by OJJDP's Program of Research on the Causes and Correlates of Delinquency.
- Studies of youth violence trends and characteristics in Los Angeles, Milwaukee, the District of Columbia, and South Carolina. These studies focus specifically on homicides and the use of firearms.
- Research on juvenile gang involvement including information on gang members who are homicide perpetrators. A national assessment of the scope and seriousness of gang violence will also be conducted.

Technological and Environmental Interventions

Although technological changes are not the subject of this document, it should be noted that they are an important approach to reducing youth gun violence and the extensive use of guns against their owners. Firearm design requirements are both a technological and a legal intervention. Firearm standards that have been proposed include designing guns to be less concealable; producing guns with trigger safeties, fingerprint identification, and loading indicators; and regulating the appearance of toy guns and handguns made of plastic. Ammunition design is also being explored because bullet shape, consistency, and composition determine the severity of a gunshot injury.

The U.S. Department of Justice is supporting research and demonstrations in the area of technological and environmental interventions. BJA, for example, has awarded a grant to the Chicago Police Department to work with the U.S. Bureau of Alcohol, Tobacco, and Firearms (ATF) to increase the solution rate of firearm-related violent crime through an innovation called Ceasefire. An automated projectile comparison system that stores the images of unique rifling marks found on bullet surfaces, Ceasefire will allow firearms technicians to work more efficiently and compare cartridge casings.

NIJ and the FBI are also involved in the effort to examine technological solutions to youth gun violence. Through an interagency agreement, the two organizations are conducting a study of the penetration effects on human targets of fired handgun bullets of various calibers and types. Analysis will cover different geographical patterns of shootings and identify significant correlations between projectile characteristics and resulting trauma.

The Role of Federal Law Enforcement

Although it is yet to be determined what the impact of federal law enforcement will

be with respect to prosecuting juvenile handgun violations under the Youth Handgun Safety Act, it is likely to supplement rather than supersede state and local law enforcement efforts. Instead, the federal government and the U.S. Department of Justice, in particular, will intensify efforts to support state and local law enforcement activities. In addition to their supportive role, federal prosecutors and law enforcement will fill voids in law enforcement strategies and provide support when state laws inadequately address the broader impact of youth violence. Through technical assistance, identifying resources, interstate gun tracing, national data collection and surveillance, facilitating information sharing, highlighting law enforcement and prevention strategies to address youth gun violence, and funding demonstration projects, the federal government can help states and local jurisdictions implement gun safety legislation. All citizens have a stake in protecting America's communities and providing safe places for businesses to grow and youth to develop into healthy, productive citizens. The following are a few examples of cooperative efforts spearheaded by BJA or the Bureau of Justice Statistics (BJS):

- BJA is funding the development of a Computerized Information System for the Pittsburgh Police Department Gun Task Force that will connect multiple federal and local law enforcement agencies via a local area network (LAN) and remote communications lines to gather and exchange firearms and related information, including applications for firearms purchases, carriage, dealership licenses, and police reports on stolen, confiscated, and pawned firearms within the Pittsburgh metropolitan area.
- With CDC, BJS is analyzing data relating to intentional injury — including firearm injury — through a National Electronic Injury Surveillance System fielded by the Consumer Product Safety Commission. This data collection effort will produce detailed information about the types of injuries that are treated in hospital emergency rooms, and will compile the first national data about nonfatal firearm injuries.
- BJA is funding a model Firearms Licensee Compliance demonstration project in New York City. The project is a joint effort by the New York City Police Department (NYPD) and ATF designed to enhance the ability of the NYPD Pistol License Division to conduct thorough background investigations on Federal Firearms License applicants.
- BJA is also funding a number of demonstration projects in Virginia, West Virginia, Georgia, Indiana, and California. In Oakland and Berkeley, California, and Richmond, Virginia, BJA is collaborating with state and local police and ATF to identify, target, investigate, and prosecute individuals and illicit organizations engaged in the unlawful use, sale, or acquisition of firearms.
- BJA is supporting the North Carolina Violent Career Criminal Task Force, which operates throughout the state and involves ATF and North Carolina's three U.S. Attorneys. The project is designed to target, arrest, and convict violent predatory criminals throughout the state and will develop a model procedure to disrupt the flow of firearms to violent offenders.
- BJA will fund, in concert with ATF, a national law enforcement organization to provide training and administrative sup-

port to the 14-State Interstate Firearms Trafficking Compact. The project will inform state and local law enforcement officers about existing federal and state firearms-related statutes and publicize the goals of the Compact to federal, state, and local criminal justice officials, public officials, and the general public.

In a 1994 report to the Attorney General and the President of the United States, the U.S. Attorneys outlined ways they could support state and local efforts to get guns out of the hands of young people. Their plans involved six strategies:

- Prosecution and enforcement of the ban on juvenile handgun possession:
  - Disruption of the markets that provide guns to youth.
  - Taking guns out of the hands of kids through coordination with state and local prosecutors.
- Working with state and local officials to enhance enforcement of their laws.
- Encouraging and providing financial support for state and local efforts to trace the sources of guns taken from juveniles.
- Launching targeted enforcement efforts aimed at places where young people should feel safe (e.g., at home, at school, and in recreation centers).
- Actively participating in prevention efforts aimed at juveniles in our communities through mentoring programs, school adoption, and neighborhood watch.
- Working to promote increased personal responsibility and safety through public outreach on the consequences of juvenile handgun possession.

These approaches endorsed by U.S. Attorneys and supported by the U.S. Department of Justice are critical components of any comprehensive youth gun violence reduction strategy.

To be continued: "Part Two – Prevention and Intervention in Reducing Youth Gun Violence" will appear in the Winter 1996-97 issue of the ***School Intervention Report.*** 🕮

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To contact the Juvenile Justice Clearinghouse, write P.O. Box 6000, Rockville, MD 20849-6000, or call 1-800-638-8736. Select documents are available free via the Clearinghouse Fax-on-Demand system by calling 1-800-638-8736, then follow the menu item directions.

Most OJJDP publications are free; requests for more than five documents or from outside the United States require payment for postage and handling. To obtain information on payment procedures or to speak to a juvenile justice information spe-

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Making Schools Safe: The Importance of Empathy and Service Learning

by Alan McEvoy

A recent issue of *Education Week* boasted of a new magnet school which cost over $40 million to build. The story was noteworthy because of its emphasis on high-tech security systems designed " . . . from the ground up to keep violence from intruding." These security measures included 37 surveillance cameras, six metal detectors, five full-time security officers, intruder-resistant gates, and an architectural pattern resembling a prison. Indeed, if the accompanying photograph of security guards looking down on students were seen in isolation, I am certain that most viewers would guess that the image was taken in a prison.

What struck me most about the story was an implicit message that this approach to school safety constitutes the wave of the future. I remember saying to myself: "My God, another technocratic crisis-management siege mentality 'solution' to a problem. Why doesn't the article say anything about what we are teaching kids?"

As a citizen and an educator, I am alarmed at the number of students whose lives are circumscribed by violence in their most significant environments — home, school, and community. I am alarmed at the consequences — for child development and for societal equilibrium — when young people are raised in violent climates. And I recognize that social conditions associated with violence, including poverty, unemployment, family and community dysfunction, exploitation, and hopelessness are beyond the school's sphere of direct control. Yet I am also convinced that schools must look beyond technological solutions in order to create safe learning climates.

If schools cannot directly alter the societal forces which give rise to violence, they can and must strive to address certain attributes of individuals which influence violent conduct. After years of research, I am convinced that one personal attribute is nearly always linked to whether or not individuals behave violently. This attribute is a capacity for empathy.

There is an inverse relationship between empathy and violence: the greater a person's empathy for others, the less likelihood of acting violent toward them, even when conflicts arise. Empathy allows one to feel the pain of others, it encourages compassionate understanding of differences, and it fosters a desire to cooperate with others and to offer help in time of need. In a psychological sense, empathy functions as an internal mechanism which inhibits actions intended to harm. It may be the critical emotional state that sustains the development of a moral conscience.

In order to act violently, on the other hand, one must suppress or deny such feelings, for violence fundamentally debases another. It is easier to hurt someone if you do not feel their pain. Taken to the extreme, in environments where violence is commonplace, where there are few negative consequences for being violent, and where there are rewards (monetary, status, power) for violent acts, an expression of empathy may well be dysfunctional in that it makes one a target for the aggression of others. Empathy may come to be equated with weakness.

On a positive note, I believe that empathy is learned and that schools are in a strategic position to foster its development in children. Certainly the movement toward conflict resolution education constitutes a positive trend in this regard. But there is more that we could do to create conditions where empathy is learned. Schools could simultaneously inhibit violence and advance the cause of socializing young people to be good citizens by adopting community service (or service learning) as a required part of the curriculum at all grade levels.

While space does not permit a list of research on service learning, I can offer two generalizations from that research. First, extending learning beyond the classroom and into community settings seems to foster in most students a sense of understanding and caring for others. Tolerance for differences between people and access to mentors and positive role models, who otherwise might be conspicuously absent in the lives of students, are common outcomes of service learning. In short, the service learning experience connects students to others in ways that increase feelings of empathy.

The second generalization is that service learning teaches students that they are valued members of a larger community, and that there is merit in giving something back to that community. Enormous goodwill is created when students discover a unity of purpose between their actions and those of others. Under such circumstances, the tendency toward violence is replaced by actions of good citizens.

Cynics may scoff at the presumed naivete of arguments linking violence to empathy and empathy to community services. But does investing in expensive high-tech security sytems offer any better hope of reducing the conditions which give rise to violence? For my money, I would rather invest in what we can teach our children than more efficient ways to monitor them after they have learned the hard lessons of the streets. 🕮

Alan McEvoy is a professor of Sociology at Wittenberg University. He serves as president of the Safe Schools Coalition and editor of the ***School Intervention Report.*** *His most recent book, co-authored with W. Brookover and F. Erickson, is* ***Creating Effective Schools,*** *Learning Publications, Inc., 1996.*

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Third Joint National Conference on Alternatives to Expulsion, Suspension, & Dropping Out of School

WEDNESDAY • JANUARY 15

Registration (3:00 – 7:00 p.m.) • Networking Reception (7:00 – 8:00 p.m.)

THURSDAY • JANUARY 16

Registration (7:00 a.m. – 3:00 p.m.)

Opening Networking Continental Breakfast (7:30– 8:30 a.m.)

We are getting started early with a continental breakfast of juice, fruit, pastries, and coffee or tea. Come meet new friends with shared concerns.

Welcoming Remarks

Arnold Gallegos, Ed.D., Professor of Education Emeritus, former Dean of Education, Western Michigan University, and a member of the Board of the Safe Schools Coalition.

Keynote Address (8:30 – 9:45 a.m.)
The Network for Serious Teens Acting Responsibly (STAR)

Veronica Primus-Thomas, National Director of STAR, based at South Carolina State University, Orangeburg, SC. STAR is sponsored by Save the Children and Denny's.

Presentations (10:00 – 11:00 a.m.)

1. ***MAP: An Approach to Keep At-Risk 7th and 8th Graders from Becoming Dropouts*** • Kathleen I. Harter, Program Coordinator, and Kelly A. Koegel, Work-Study Coordinator, Phoenix Alternative Secondary School, Phoenix, NY.
2. ***An Alternative Program for the Fifth Through the Eighth Grades*** • Manuel Ramirez and Nancy Delecki, Phoenix Elementary School District #1, Phoenix, AZ.
3. ***School Expulsion and Suspension in Colorado: The Scope of the Problem and What's Working*** • Heide Phillips Shockley, Project Director, Colorado Foundation for Families and Children, Denver, CO.
4. ***Enterprise Academy – An Alternative School in a Business/Commercial Community Site*** • Jackie Diggs, Newport News Public Schools, Newport News, VA.
5. ***Planning and Implementing an All Male/Female Mentoring Program for At-Risk Youth*** • Sylvia C. Hooker, Supervisor of Special Services, Auburn City Schools, Auburn, AL.
6. ***How to Deal with and Respond to Verbal Abuse with Dignity and Respect*** • Peter Martin Commanday, Director, and Greg Greicius, Commanday Peacemaking Institute Corporation, Congers, NY.

THURSDAY • JANUARY 16
(Continued)

7. This session is sponsored by the **National Education Association.**

Complimentary Coffee and Tea (11:00 – 11:20 a.m.)

Presentations (11:20 a.m. – 12:20 p.m.)

8. ***Classroom Teaching Strategies that Develop Connections Between Teachers and Students*** • Susan Stone Kessler, Metropolitan Nashville Public Schools, Hermitage, TN.

9. ***Equipping Students with the Skills to Succeed – Pennsylvania's Safe Schools Initiative*** • Brian K. Bumbarger, School Safety/Violence Prevention Coordinator, Center for Safe Schools, Lemoyne, PA.

10. ***A Cost-Effective Alternative Education Program That Works*** • John H. George, Ed.D., Superintendent, North Tonawanda City (NY) School District; Dennis Wiess, M.S.W., and Edward Belbas, North Tonawanda High School, North Tonawanda, NY.

11. ***Linking Residential Youth Treatment Facilities with Local School Districts to Provide an Alternative to Out-of-School Suspension*** • Gail Pacheco, Education Coordinator, and Terry Clarke, Executive Director, Attention Homes, Inc., Cheyenne, WY.

12. ***READY's Investment in Newark: Turning Potential into Success*** • Susan T. Danin, Ph.D., Research for Better Schools, Philadelphia, PA.

13. This session is sponsored by the **National Association of Elementary School Principals.**

14. ***Developing a Specialized Public School Program for Violent/Acting-Out Students*** • Ray Petty, Ed.D., Visiting Professor of Education, Inter-American University – Ponce, Mercedita, PR.

Presentations (2:00 – 3:00 p.m.)

15. ***A C.A.R.E.ing Approach to Violence Prevention*** • Cindy Coney, Executive Director, and Regina Birrenkott, Director, C. E. Mendez Foundation, Inc., Tampa, FL.

16. ***Preventing Drop Out by Connecting School to Real Life*** • William E. Blank, Ph.D., Professor and Chair, Adult and Vocational Education and Human Resource Development Department, University of South Florida, Tampa, FL.

17. ***No Throw-Away Kids: A Timeline for Responsibilities*** • Kathleen Taylor and Ken Long, Norristown Area School District, Norristown, PA.

18. ***The Lancaster County Academy – A Drop-Out Recovery Program*** • Jon J. Rednak, Ed.D., Superintendent of Record, Lancaster County Academy, Columbia, PA.

19. ***From Exclusion to Excellence – Teens Making a 180° Turn*** • Elizabeth Talmadge, Triad Alternative Program, Sarasota, FL.

20. ***A 21st Century Alternative for Our Highest Risk Students*** • Catherine W. Foulks, Ph.D., President, and Porter W. Sexton, Ph.D., Development Officer, 21st Century Education Services, Inc., Orlando, FL.

21. This session is sponsored by the **Association for the Advancement of Social Work with Groups.**

THURSDAY • JANUARY 16
(Concluded)

Plenary Session (3:15 – 4:15 p.m.)

A Collaborative Approach to Truancy and Educational Neglect

Christine Curtiss, J.D., Assistant Hennepin County Attorney, and **Nancy Schaefer,** Supervisor, School Support Program, Hennepin County, Department of Children and Family Services, Minneapolis, MN.

Networking Reception (4:15 – 5:30 p.m.)

FRIDAY • JANUARY 17

Complimentary Continental Breakfast • (7:45 – 8:30 a.m.)
Plenary Session (8:40 – 9:40 a.m.)

Non-School Hours – Educational Enrichment and Self-Directed Learning at Boys and Girls Clubs

Panel Moderator: **Michelle Hailey,** Director, Program Services, Boys and Girls Clubs of America. Panel Members: **Reginald Clark,** Educational Researcher and author; **Beth Moore,** Program Director, and **Glenn Permuy,** Executive Director, Boys and Girls Clubs of Tampa Bay, Florida.

Presentations (10:00 – 11:00 a.m.)

22. ***Zero Tolerance Policy Requires 100% Enrollment Possibilities*** • Barbara Stanley, J.D., Grossmont Union High School District, La Mesa, CA; Robert James, Phoenix High School, El Cajon, CA; Dianna Carberry and Lucy Abernathy, Ed.D., Chaparral High School, El Cajon, CA.

23. ***SIP: Suspension Intervention/Prevention Program*** • Virginia R. Santiago, Coordinator SIP, Jan Clark, Director of Student Services, Sally Murphy and Carol Kaffenberger, Fairfax County Public Schools, Area II, Alexandria, VA.

24. ***Peer Tutoring Among At-Risk Youth: Positive Role Models Really Do Make a Difference*** • Christine Heft and Carlene Wolfe, Florida Atlantic University, Ft. Lauderdale, FL.

25. ***Truancy – A Multi-Agency Program*** • Nancy G. Valdez-Woodward, Supervisor, Pupil Services, Salt Lake City School District, Salt Lake City, UT.

26. ***An Alternative for the Disengaged Student – Bonding with the School*** • Jan D'Onofrio, New Hartford Senior High School, New Hartford, NY; and Edward Klesse, Ed.D., Asst. Superintendent, Windsor Central School, Windsor, NY.

27. ***Conflict Resolution H.E.L.P. (Holistic Educational and Logistical Preparation)*** • Camille A. McCann, Prince George's County Public Schools, Oxon Hill, MD.

FRIDAY • JANUARY 17
(Continued)

28. This session is sponsored by the **National Association of School Safety and Law Enforcement Organizations.**

Complimentary Coffee and Tea (11:00 – 11:20 a.m.)

Presentations (11:20 a.m. – 12:20 p.m.)

29. ***The Making of an Alternative Suspension Model: The STOP Program*** • Beverly J. Sorgi, Ed.D., and Cheryl Ungerleider, Jefferson County Public Schools, Louisville, KY.

30. ***Becoming a Champion*** • George K. Smith, People Builders International, Lexington, SC; and Stefan Neilson, Seattle, WA.

31. ***Washington Alternative High School, A School for Discouraged or Defeated Learners, Pregnant and Parenting Teens and Their Babies*** • Emily Runion, Counselor, Washington High School, and Sheri Montgomery, Nursery Director, Alternatives for Living and Learning Nursery, Terre Haute, IN.

32. ***Take Parents to Truancy Court to Keep Kids in School*** • Kara Gae Wilson, Superintendent, Metro Tech, Oklahoma City, OK; and Cam McKenzie, Tulsa Public Schools, Tulsa, OK.

33. ***Junior Reserve Officers Training Corps Career Academy*** • Eric T. Robinson, Trudi-Brooke Mann, M.D., and Robert Valle, Louis W. Fox Tech High School, San Antonio, TX.

34. ***The WAVE School Drop-Out Prevention Program*** • Alta J. Cannaday, WAVE, Inc., Washington, DC.

35. This session is sponsored by the **U.S. Department of Labor, Office of Job Corps.**

Presentations (2:00 - 3:00 p.m.)

36. ***New Horizons: School Within a School*** • Stacy Wadleigh and Amy Purdy, Page High School; Dan Dodds, Ed.D., Superintendent, Page Unified School District, Page, AZ.

37. ***Gang Resistance Education and Training*** • Pete Merenyi, G.R.E.A.T. Program, Washington, D.C.

38. ***A Comprehensive Intervention Alternative School Model that Works*** • Joan E. Schuman, Ed.D., and Elana Aitken, Ph.D., Hampshire Educational Collaborative, Northampton, MA.

39. ***Prosocial Coping: Comprehensive Intervention for Suspended/Expelled Students*** • Elaine Blechman, Ph.D., and David Hatfield, Dept. of Psychology, University of Colorado, Boulder, CO.

40. ***Disruptive? Disaffected? Differences and Directions*** • David J. Billman, ONEIDA BOCES, New Hartford, NY.

FRIDAY • JANUARY 17
(Concluded)

Plenary Session (3:15 – 4:15 p.m.)

The State's Role in Creating Codes of Discipline

Claudette M. Brown, J.D., Director, School House Legal Services and Investment in Excellence Programs, Advocates for Children and Youth, Baltimore, MD.

Networking Reception (4:15 – 5:30 p.m.)

SATURDAY • JANUARY 18

We start a bit later this day for those who will be checking out of the Hotel. Check-out time is 11:00 a.m. You may check out earlier and have the bell captain check your bags for a later departure time.

Presentation (9:15 – 10:15 a.m.)

41. ***Alternative Programs Offered in Southeast Missouri*** • Michael L. Johnson, Ph.D., and Gayle Kingery, Poplar Bluff R-I School District, Poplar Bluff, MO; and Bill Biggerstaff, Cape Girardeau 63 School District, Cape Girardeau, MO.

42. ***Learning for Leadership – An Effective Preventative to Being a School Drop Out*** • Bruce K. Skipton, West Springfield High School, West Springfield, MA.

43. ***A Consideration of Positive and Negative Features of Selected Alternative Programs in California*** • Richard Arthur, author of *Gangs and Schools*, Richmond, CA.

44. ***Teacher Rates of Referring Students for Suspension, Grading Distributions, and Participation in Inservices*** • Stanley Frankel, Ph.D., MESA Associates, Pittsburgh, PA.

45. ***The Emergency Services Program/Assessment Center (ESP/AC) An Effective Alternative Approach to Suspensions/Expulsions*** • Alex Gillat, Ph.D., and Dennis Vogel, Ph.D., Springfield Public Schools, Springfield, MA.

Wrap-Up Session (10:30 a.m. – 12:00 noon)

Motivating Defeated Learners: True Alternatives for At-Risk Youth

Louis D. Gonzales, Ph.D., President, Midwest Center for Safe Schools and Communities, Minneapolis, MN.

The above is the schedule at publication time; presentations and times are subject to change. An agenda booklet distributed on-site will list the final schedule.

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- Programs for effective collaboration.

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- Earl H. Jones, Director of Human and Civil Rights, National Education Association
- **Honorary Co-chair and Keynote Speaker:** U. S. Senator Bill Bradley

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Winter 1996–97 Safe Schools Coalition, Inc.

Reducing Youth Gun Violence*

Part Two — Prevention and Intervention Programs

This concludes the two-part report, "Reducing Youth Gun Violence: An Overview of Programs and Initiatives," originally published by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. **Part One** provided an overview and background of youth gun violence with a resource bibliography. The complete report with resources are available from the National Criminal Justice Reference Service Resource and Information Center. For more information, see pages 12–13.

Prevention and Intervention Programs

Thus far, this report has examined the incidence of youth gun violence, its context, an analysis of the causes, and a range of solutions, from technological interventions to federal law enforcement approaches. It will now address individual programs that seek to incorporate those lessons by broadly summarizing the various violence reduction strategies that have been implemented by organizations across the country. A listing of these programs can be found in the Resource of Youth Gun Violence Reduction Programs and Prevention Organizations beginning on page 13.

Although youth can now easily obtain firearms and see them used frequently in films and on television as a method for solving problems, few violence prevention programs for youth focus specifically on

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preventing violence with guns (American Psychological Association 1993). The programs that do exist can be divided into the nine basic categories listed below. Programs in the first four categories are generally preventive in nature while those in the last five categories rely primarily on interventions:

- Curriculums
- Trauma Prevention
- Gun Buy-Back Programs
- Public Education Campaigns
- Community Law Enforcement
- Gun Market Disruption and Interception
- Diversion and Treatment Programs
- Gun Courts
- Alternative Schools

In the Resource of Youth Gun Violence Reduction Programs and Prevention Organizations on pages 13–15, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) has identified programs that fall into these nine categories.

Focus on Prevention

Curriculums

The majority of youth gun violence reduction programs are curriculums carried out in schools, community-based organizations, and physicians' offices. They emphasize the prevention of weapon misuse, the risks involved with the possession of firearms, and the need for conflict resolution and anger management skills. Educational programs often use videotapes to support their presentation of the tragic results of gun violence. They may also include firearm safety instructions, public information campaigns, counseling programs, or crisis intervention hotlines.

Law enforcement-based curriculums. Police and sheriff departments have been instrumental in supporting violence prevention curriculums. As part of drug education, public safety, and violence prevention efforts, police officers and sheriffs across the nation have worked collaboratively with schools to present critical information on gun violence to young people and, simultaneously, to develop more effective and personable relations with young people. Examples of gun violence reduction curriculums used by law enforcement include the Gun Safety Awareness Program in Dade County, Florida; Guns, Teens, and Consequences in Tulsa, Oklahoma; and the Handgun Violence Reduction Program in Towson, Maryland.

In Dade County, the Gun Safety Awareness Program, a districtwide effort for K-12 students and their parents, began in November 1988, featuring a comprehensive curriculum and a Gun Safety Awareness Week in November. The Gun Safety Awareness Program examines causes of handgun violence in the community and educates youth and parents on how to prevent gun-related violence, encourages anonymous reporting of guns, and teaches the consequences of being arrested.

Dade Country's violence prevention curriculum is supplemented by area Youth Crime Watches, school resource officers, and police officers. A Youth Crime Watch program was mandated for students in 1984 to extend the neighborhood watch concept to schools. Training workshops for parents on handgun safety awareness have been conducted in each school by Parent Education Department staff. Metal detectors are used unannounced at selected schools, and

students caught with guns are referred to juvenile or adult court and recommended for expulsion to an alternative school. Awareness levels among youth and parents about the need to prevent handgun violence have increased as a result.

School-based curriculums. The Center to Prevent Handgun Violence has developed a school-based curriculum used extensively across the country that has been evaluated with positive results. The Straight Talk About Risks (STAR) program is a comprehensive school-based program designed to reduce gun injuries and deaths with prevention activities for children and their families. Through STAR, students also learn how to make better, safer decisions, and how to resolve conflicts without violence through role playing, goal setting, and developing leadership skills.

The NRA program Eddie Eagle; the Firearm Injury Prevention Curriculum in Albuquerque, New Mexico; Solutions Without Guns in Cleveland, Ohio; and WARN (Weapons Are Removed Now) in Reseda, California, are other examples of gun safety curriculums.

Physician-based curriculums. A number of curriculums are used by physicians to instruct parents about the dangers of guns in the home. STOP — Steps to Prevent Firearm Injury — is a collaborative effort of the Center to Prevent Handgun Violence and the American Academy of Pediatrics. It is the first national educational program designed for pediatricians to use when counseling parents on the risks of keeping a gun in the home as well as the dangers guns pose to the community. Materials include (1) a monograph addressing the scope and circumstances of gun injuries and deaths affecting children and teens, (2) an audiotape that models dialog between pediatricians and parents, (3) a counseling tip sheet for quick reference, (4) a bibliography for further reading, (5) brochures providing facts and prevention steps, and (6) posters for offices and waiting rooms. Posters and brochures are also available in Spanish upon reorder.

Other similar physician-based curriculums include the Educational Development Center's Firearm Injuries program and materials produced by the Injury Prevention and Control Unit in Trenton, New Jersey.

Trauma Prevention

A second category of programming involves peer education for young people injured by gun violence. These programs usually emanate from a public health project or hospital.

Youth Alive in San Francisco, California, sends young counselors into a hospital

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to persuade teenage gunshot victims to avoid further violence by not retaliating. Counselors emphasize that all revenge is going to do is destroy another life and put friends (who are doing the retaliating) at risk of being locked up. Young gunshot victims share their experiences with kids involved in gang behavior.

The Shock Mentor program is another trauma prevention initiative. Recently developed by Prince George's County, Maryland, Hospital Center and Concerned Black Men, Inc., a mentoring group of African-American professionals, it brings high school students into the shock trauma and emergency rooms to watch doctors patch together the victims and perpetrators of violence. The program is part of a larger county violence prevention initiative that includes a school-wide conflict resolution program, peer mediation training program, black male achievement program, and countywide forum on violence prevention.

Students visit the trauma center throughout the school year and are accompanied by members of Concerned Black Men. Their role is to provide support and show violence-prone youth that there is an alternative to becoming a statistic in a trauma unit.

Other examples of trauma prevention programs include the Hospital-based Youth Violence Prevention Program in Camden, New Jersey; People Opening the World's Eye to Reality (POWER) in New York City; and Southeastern Michigan Spinal Cord Injury System in Detroit, Michigan.

Gun Buy-Back Programs

Many gun buy-back programs are now operating across the country. These initiatives are precipitated by diverse events and show varying degrees of success. This report does not present all of these programs, only those conducted as part of a wider gun violence prevention effort. The Prevention Partnership in Brooklyn, New York, for example, provides incentives for people to turn in guns for food vouchers, but also involves the Center for Substance Abuse and Prevention Community Partnership and two police precincts.

Weapon Watch is another example of a more comprehensive gun turn-in program. Organized by the mental health center of the Memphis School District, the Memphis Police Department, and Crime Stoppers, a group that financially rewards citizens for calling in tips about crimes, Weapon Watch was implemented to get children involved in ridding their schools of weapons. Instead of buying metal detectors, Memphis officials decided to get students involved in weeding out the weapons. A hotline was established for students to call anonymously with information about classmates who bring weapons to school. Students who call in are given a secret code number. Once the call is received, police are dispatched to the school and officers conduct an investigation. Students are rewarded if the information leads to the confiscation of weapons and arrests of weapon-carrying students on campus.

Citizens for Safety (CFS), a program in Boston, Massachusetts, has pulled together a community-based coalition to reduce violence in Boston. CFS' membership includes 50 neighborhood and youth organizations as well as over 500 citizens from across the city. In 1993, CFS organized a gun buy-back program that removed 1,302 guns from circulation. Ongoing activities include expanding the buy-back program, conducting "Guns Kill" workshops for teenagers, and sponsoring an annual 24-hour Soccer Marathon for Peace and the Peace League, a

summer educational and recreational program for gang members.

Public Education Campaigns

A number of campaigns to educate communities and families about youth violence are currently being conducted nationally and at the state and local levels. These campaigns tend to be directed at young people or women and address the dangers of guns and the unacceptability of using guns to solve problems.

The Children's Defense Fund Cease Fire campaign advocates 10 steps to stop the war against children in America, including removing guns from homes, creating opportunities, providing safe havens, being informed about media violence and real violence, and resolving conflict peaceably. The campaign features television public service announcements and the Wall of Names, a print presentation of more than 600 children in 39 states killed by gunfire in 1993 and 1994.

The Center to Prevent Handgun Violence recently collaborated with Disney Educational Productions to produce a gun violence prevention video, *Under the Gun*, that challenges the glamorization of guns and the notion that guns make families and youth safer. Disney plans to market the video to schools, recreation centers, police departments, juvenile justice facilities, hospitals, rehabilitation centers, and other educational organizations.

Other public education programs include the Hands Without Guns and Words Not Weapons campaigns in Boston, Massachusetts, and the Fresno (California) Youth Violence Prevention Network. The Youth Violence Prevention Network campaign is unique because it uses young people to deliver anti-gun violence messages, and is especially geared to reach Fresno's at-risk, Spanish-speaking residents. Known previously as Radio Bilingue, the network is the result of a collaboration by Chicano Youth Center, House of Hope, Save Our Sons and Daughters, and End Barrio Warfare. The program works to strengthen the programs that serve at-risk youth, thereby empowering young people and communities of color to work together to reduce violence in their neighborhoods. Violence prevention activities include developing gun-free zone programs in city parks and neighborhoods, school emergency response and mediation teams led by directors of organizations that serve high-risk youth, youth conferences, and youth leadership programs. A key participant in the coalition is the Radio Bilinque, a Hispanic-controlled, noncommercial radio station serving the San Joaquin Valley. Radio Bilingue broadcasts anti-violence and anti-drug public service announcements and sponsors Paz, a unique violence prevention radio program targeted to at-risk youth, educating them about the causes of violence and the impact of gun violence. The program features local speakers, including police officers, school officials, and community citizens.

By far the most extensive public education campaign against youth gun violence is the California Wellness Foundation's Campaign to Prevent Handgun Violence Against Kids, a $2 million statewide public education effort that has conducted extensive research, surveys, polling, focus groups, and analysis of the target audience; produced multiple 30-second television public service announcements that run on prime time in both English and Spanish; communicated critical information on youth gun violence through its "First Aid" portfolio to more than 8,000 elected officials, key media lead-

ers, and public agencies; received more than 75,000 calls and 11,000 supporters through its 1-800-222-MANY hotline and information service; organized a women's coalition against gun violence; and developed a video teleconference town hall meeting throughout the state to unveil its policies on handguns and firearms.

The California Wellness Campaign is linked to a broader $30 million, five-year, statewide initiative to reduce youth violence in California that includes the Pacific Center for Violence Prevention, the policy branch of the initiative; a leadership program; a community action program that has funded 10 pilot projects to form broad-based violence reduction coalitions of major local public and private entities; and a research program.

Focus on Intervention

Because intervention programs target a more at-risk, delinquency-involved population, they tend to be more intensive, are implemented after patterns of delinquency and violence are established, and more actively engage law enforcement and the juvenile justice system. Programs that intervene with young people who use guns or have been caught with guns unfortunately are rare and in dire need of further development. Although a number of informal interventions exist that sheriffs, police officers, probation officers, and others have developed to reach the population actively involved in handgun violence, the majority of these efforts have yet to be formalized into systematic protocols and have not yet been rigorously evaluated. Given new federal legislation, however, the U.S. Departments of Justice, Education, and Health and Human Services are particularly interested in developing and supporting innovative and effective ways to intervene with young people who have been caught with guns or are at great risk of being involved in gun violence.

A widely used intervention that has received some evaluation — and demonstrated mixed results — is the use of metal scanners to detect firearms. According to the National School Safety Center, 70 percent of the Nation's 50 largest districts have installed scanners in the schools. The New York City Metal Detector Program is one of the best known of these programs. Because the use of scanners, book-bag bans, and locker searches is now so common, these approaches are not covered here.

Community Law Enforcement

The Illinois State Police School Security Facilitator Program identifies local jurisdictions in which levels of school violence are causing wide concern. Representatives from private, government, and nonprofit programs that play a role in addressing youth violence in their community are invited to attend an intensive five-day team-building/education program at Illinois State Police training academy. A typical team includes:

- law enforcement personnel,
- school administrators and teachers,
- local state's attorney and public defender,
- local prevention and treatment program staff,
- court officials,
- concerned community members.

Community teams range in size from five to 15. Each member is expected to live

at the academy (in trooper dorms) with team members throughout the training program. Courses are divided between youth violence education and violence reduction strategies, including the interdiction of guns brought into schools. Trainers highlight identification of situations in which violence may escalate to use of a weapon, investigative techniques to acquire secondary and tertiary source information on weapons carried at the school, and strategies for weapon removal and cooperation with law enforcement authorities. Additional programs such as locker searches, canine searches, and metal detectors are also discussed. School administrators are cautioned about direct intervention with an armed student. Teams return to their communities to educate others on youth violence issues and to implement violence reduction strategies. No short- or long-term evaluation of this program has been conducted. Anecdotal information from prior participants would indicate some degree of success.

The University of Virginia Youth Violence Project focuses on reducing youth violence through a team approach. Staff bring together a multidisciplinary team of experts on youth aggression and violence in the fields of education, psychology, law enforcement, planning, and crime prevention and present four- to 45-hour instruction courses in selected Virginia cities. Cities that have participated in the program include Falls Church, Newport News, Roanoke, Richmond, and Virginia Beach.

Participants in the Youth Violence Project — primarily school and law enforcement officials from target jurisdictions — are exposed to a variety of issues (risk factors for violence, multicultural dynamics, etc.) and are asked to implement a series of actions in their schools, including initiating security assessments and peer mediation. Many of the program's instructors are local police officers with extensive experience in weapon detection and interdiction. The program also emphasizes school collaboration and cooperation because school officials typically are not trained in defensive weapon removal and disarming tactics. In 1994, the project will expand its reach through a televised version of the program, *School Safety and Youth Aggression*, to be downlinked to 24 sites across Virginia.

No short- or long-term evaluation of this program has been implemented. Anecdotal information from prior participants would indicate some degree of success. University of Virginia staff would support any credible outside evaluation effort.

Gun Market Disruption and Interception

Police weapons searches are another important means of stemming youth gun violence. If civil rights are respected and communities are supportive, these approaches can effectively communicate a message of strong societal opposition to youth involved in gun violence.

The Gun Recovery Unit in Washington, D.C., is a specially trained squad of officers assigned to a part of the city with an unusually high rate of firearms crimes. While patrolling the area, the squad identifies and frisks individuals who raise a reasonable suspicion of being armed. Most frisked individuals are under 22 years of age, and about 40 percent are minors. The Howard University Violence Prevention Project offers an afterschool middle-school program, a preschool program, and a summer camp that provide social support, tutoring, esteem building, and cultural enrichment for children who have been exposed to serious inci-

dents of violence, including gun violence. The program's services give children an opportunity to reduce the probability of their continuing the cycle of violence they are struggling to escape.

The Kansas City Weed and Seed program is a joint effort of the U.S. Department of Justice, the U.S. Attorney, and the Kansas City Police Department. They have pulled together a working group consisting of law enforcement, human service agencies, and community organizations, including the regional office of the U.S. Department of Housing and Urban Development, the Small Business Administration, the Kansas City Neighborhood Alliance, and the Ad Hoc Group Against Crime.

The program has focused its policing strategy in high-crime neighborhoods on using every opportunity, including traffic and curfew violations and other infractions, to get guns off the street. During these routine stops, police look for infractions that give them the legal authority to search a car or pedestrian for illegal weapons. Special gun-intercept teams have also been used in these neighborhoods, and studies indicate that they are 10 times more cost-effective than regular police patrols. In an 80-block neighborhood with a homicide rate 20 times the national average, the program reduced crime by at least 50 percent during a six-month period. These initiatives did not displace crime to other locales — gun crimes did not increase significantly in any of the patrol beats surrounding the area. Despite the fact that previous police campaigns in Kansas City have drawn protests of discrimination from members of the community, residents have supported the gun-intercept program. Police have involved community and religious leaders in initial planning, and neighborhoods have made requests for greater police activity.

Diversion and Treatment Programs

Diversion and treatment programs provide some of the most promising examples of violence prevention techniques that work with youth involved in gun violence. In Pima County, Arizona, the Juvenile Diversion Program has set up a firearms prevention course for youth who are not hardcore delinquents but who have been referred to juvenile court for firing or carrying a gun. The program also serves young people at risk of becoming involved with guns. At least one parent is required to attend monthly sessions, during which the assistant prosecutor informs juveniles and their parents about gun laws. In addition, parents are instructed on safe gun storage. By agreeing to take the course, juveniles avoid having their case adjudicated and are not placed on probation. They do, however, acquire a juvenile record.

Project LIFE (Lasting Intense Firearms Education), operated by the Indiana Juvenile Court, is a diversion program for juveniles arrested on gun charges. As in the Juvenile Diversion Program in Pima County, Arizona, parental participation is required. Project LIFE is designed to help youth and their parents learn about the effects of gun violence and accidents through an experiential exercise. Children and their parents first prepare papers on the effect of guns. A discussion based on these papers opens the education session and, after the discussion, footage of an actual accidental shooting is shown. Participants and their parents then discuss how they would have felt had they been victims of gun violence or accidents. They imagine and discuss, for example, getting a call from a morgue rather than from a

jail. The majority of families participating in Project LIFE do not return to juvenile court on gun charges.

Cermak Health Services of Cook County works with Cook County, Illinois, jail inmates, the majority of whom have been involved in gun violence, using a culturally sensitive curriculum that addresses the inmates' risk factors for continued involvement in gun violence. Although these inmates do not technically represent a juvenile population, they tend to be young. The program is therefore being considered for broader use by juvenile offenders.

Barron Assessment and Counseling Center is a Boston public school system project for elementary, middle, and high school students found carrying weapons on school property. Under the program, students are charged according to the school district's disciplinary code and given a hearing with the community superintendent. If the weapons charges are substantiated, parents are notified and the students are referred to the counseling center. At the center, students receive academic, psychological, and social assessments, as well as crisis intervention counseling. They also continue to receive assignments from school. Working with the juvenile court, probation officers, and the Departments of Youth Services, Social Services, and Mental Health, staff prepare service delivery plans for each client, including aftercare services. Special workshops on alternatives to violence are provided by staff of Northeastern University School of Law, Office of Emergency Medical Services, and by staff of Vietnam Veterans Against Violence.

Gun Courts

The Gun Court was recently established in Providence, Rhode Island, to focus on gun crimes. In this system, all gun crimes are referred to a single judge who processes cases on a fast track that has cut the life span of gun crime cases in half. Of the 18 cases heard to date, 15 defendants have been sent to jail. Many defendants, instead of taking their cases to trial, are now pleading guilty in exchange for a reduction of up to two years in the state's mandatory 10-year sentence.

The gun court model has received support both from gun control advocates and the NRA. Legislators in Texas and court administrators in Louisiana and Illinois are proposing that their states implement programs modeled after the Providence court. Dade County is also looking at the model, but administrators there are concerned about the county's capacity to handle potential caseloads. In addition to expediting the handling of cases, these programs have the potential to address special treatment issues related to gun violence.

Alternative Schools

Zero tolerance school programs make a strong statement about keeping guns off school grounds, but they often do not provide violence-prone youth opportunities for alternative placement or education. More effective are programs that attend to youth through swift and strict sanctions as well as treatment and viable academic and employment opportunities.

At Hazelwood Center High School in Florissant, Missouri, students suspended for assaults, weapons, or drugs are referred to a four-week Student Intervention Program at a location away from their home school. In the program, students are required to complete four hours of individualized course

work each day and participate in group counseling sessions. They also attend weekly individual counseling sessions that focus on issues such as conflict mediation, habits and addictions, and communication. Parental participation is mandated for the three sessions that examine family history, parenting skills, and school-related family issues. After completing the program, students are evaluated by school administrators to determine if the remainder of their 90-day suspension can be served through in-school probation.

Second Chance School in Topeka, Kansas, is a similar program, with half-day instruction for voluntary students who have been expelled for possession of weapons or assaulting a staff member. Students study math, social sciences, and language skills; participate in recreational activities; and are required to perform community service. Depending on the seriousness of their offense, participants attend the program for one semester or one year. Students who finish the program and meet its requirements are readmitted to their home schools. To date, 90 percent of students enrolled in the Second Chance School have successfully completed the program. Second Chance has been operating for three years and has a maximum capacity of eight students. The program has developed partnerships with the juvenile court, public schools, the police department, and the city's recreational department.

Comprehensive Initiatives

Programs in the Resource of Youth Gun Violence Reduction Programs and Prevention Organizations are listed alphabetically, and all programs, even those that have not been evaluated, have been listed to give the reader a sense of the types of approaches possible. It is the belief of OJJDP, however, that any program in and of itself will not adequately address the myriad problems associated with youth gun violence. For example, ridding a public school of weapons cannot be achieved by simply installing a metal detector or conducting gun safety awareness programs. An effective response to youth gun violence that is sustainable must also include critical related issues.

Time and again students say the primary reason they bring weapons to school is for self-protection traveling to and from school. Violence is a problem at schools, but principally it is a community problem. Many schools are surrounded by a 360-degree perimeter of community crime. Consequently, the strategies developed in response to school safety needs must go beyond the schools. The presence of weapons at schools cannot be separated from other community safety concerns. Each concern must be addressed in developing a comprehensive response (National School Safety Center 1993).

A comprehensive approach should be based on what we now know about increased access to and use of guns by juveniles since 1985. Through research we are beginning to understand young people's attraction to particular types of guns; the impact of cultural influences, particularly media violence and notions of manliness, on young people's behavior; the impact of drugs and the illicit drug market on youth gun violence; the effect of deviant behavior, gun socialization, and attitudes toward law enforcement on youth gun violence; the age when boys are most prone to the lure of guns; and the detrimental effect of the cycle

of fear and lack of viable opportunities in many communities on youth gun violence.

An approach to youth gun violence reduction that is likely to be the most successful incorporates this research base, includes a combination of proven strategies, gains the support of a diverse group of youth-serving organizations, and involves the community and its youth. An effective weapons reduction strategy will be multidisciplinary, comprehensive, politically sensitive, and practically relevant. An effective gun violence prevention program will be age-appropriate, target the age groups most likely to commit gun violence, and make the support and participation of parents and all sectors of the community a priority. Curriculums approaches are effective at delivering messages to young people, but they are limited unless they involve the development of consistent standards across the areas of children's lives, particularly family, media, recreation, and community. Curriculums approaches are also ineffectual if they fail to include real experiences with positive alternatives. Only a communitywide investment in all of the activities described above will begin to address the cycle of fear in which the victims and perpetrators of violence live and build a safe environment for all children.

The National Institute of Justice supports such comprehensive activities through its interagency project to reduce youth gun violence. In Atlanta, the Center for Injury Control at Emory University is working with the community, state and local governments, and Project PACT (Pulling America's Communities Together) to analyze youth firearms violence and to develop a broad-based strategy to address the problem. The program's intervention will use a three-part strategy: (1) reducing demand for firearms through a comprehensive community education program, (2) reducing supply by promoting safe storage of firearms and by law enforcement efforts to interdict the illegal gun market, and (3) prompting aggressive rehabilitation of juvenile gun offenders to decrease recidivism.

The St. Louis Police Department has developed Assault Crisis Teams, a similar comprehensive approach to reducing violence within these high-risk populations. African-American males between the ages of 15 and 29, younger males at risk of direct and indirect violence, and adolescent females at risk of family violence, sexual assault, and co-victimization.

The project will employ two strategies: changing behavior to reduce gun-related fatalities, reduce the carrying of weapons, and lessen juveniles' risk of assault; and improving the criminal justice system in St. Louis to expand and refine local surveillance of violence, expand screening and treatment for violence within medical facilities, and establish assault crisis teams (ACTs). ACTs will operate in an emergency medical treatment center serving high-risk populations, in a juvenile detention facility, in an adult medium-security institution, and in neighborhoods with high levels of violence. At these locations, the crisis teams will monitor levels and patterns of violence, create mentoring and education programs for high-risk youth in nonviolent conflict resolution techniques, and mediate disputes with a high potential for violent outcomes.

Other comprehensive initiatives also exist in communities across the nation that involve more grassroots and youth participation and offer intervention services through public health services rather than through law enforcement. Some were inspired by

legislative changes and social service system reform (e.g., Virginia), others emanated from university centers (e.g., The Harvard School of Public Health).

Summary of Comprehensive Initiatives

Even a cursory review of these initiatives reveals that multiple efforts are often under way in the same cities, but that they are uncoordinated. The next steps in any youth violence reduction strategy should be to facilitate interagency coordination at the state and community levels and to evaluate the need for federal support. In particular, most youth violence reduction initiatives could benefit greatly by including a public housing component.

Keep Our Kids Alive targets public housing youth in New York City who carry and use guns. The program trains housing youth officers to identify kids who fit a gun-carrier profile and then work as mediators, and trains resident youth to implement an antigun violence education program for other young residents. This program would complement school-based strategies and public education campaigns.

Initiatives also need to focus on building economic opportunities for low income youth and linking job training, neighborhood restoration, and economic development to youth gun violence reduction programs. Young people need to be involved in positive practical experiences that develop their ability to contribute to society and improve their ability to recognize the sanctity of life and the great risks associated with delinquent behavior.

Conclusion

This report has discussed the body of research on juvenile violence with which we can now begin to understand the epidemic of youth gun violence confronting our nation. It has also presented a range of violence prevention and reduction strategies being implemented in cities across this country that can serve as models for other communities. An examination of these preliminary efforts, however, clearly indicates that comprehensive violence reduction initiatives need to provide youth a continuum of care and sanctions to consistently attend to the safety of children and families throughout their lives. Because many city and statewide initiatives have developed out of diverse sectors of the community and are often synthesized from isolated projects, gaps that can cripple their overall effectiveness are not uncommon in the delivery of services or the development of sanctions.

With all comprehensive efforts, a combination of strategies must be employed. For initiatives attempting to reduce youth gun violence to be successful, an approach incorporating varying strategies will likely be most effective. From legislative mandates to further research, from intervention to prevention and alternative treatment programs, from hospital-based prevention programs to grassroots and youth-based collaborative efforts, each holds the key to making our homes, streets, and neighborhoods safe for our children.

This complete report (NCJ 154303) as well as many others are available from the National Criminal Justice Reference Services' (NCJRS') Research and Information Center through the Juvenile Justice Clearinghouse Library. Most publications are

free; requests for more than five documents or from outside the United States require payment for postage and handling.

To contact the Juvenile Justice Clearinghouse, write P.O. Box 6000, Rockville, MD 20849-6000; or to speak to a juvenile justice information specialist, call 1-800-638-8736, Monday through Friday, 8:30 a.m. to 7:00 p.m. ET. 🕮

Resource of Youth Gun Violence Reduction Programs and Prevention Organizations

Adolescent Wellness Program
1010 Massachusetts Avenue
Boston, MA 02118
617-534-5196
Fax: 617-534-5358

Assault Crisis Teams
St. Louis Metropolitan Police Department
1200 Clark Street
St. Louis, MO 63103
314-444-5620
Fax: 314-444-5958

Barron Assessment and Counseling Center
Boston Public Schools
25 Walk Hill Street
Jamaica Plain, MA 02130
617-635-8123
Fax: 617-635-8117

Build the Missing Peace (formerly Enough is Enough, Inc.)
708 Cloverly Street, Suite 202
Cloverly, MD 20905
301-879-0561
Fax: 301-879-0562

Campaign to Prevent Handgun Violence Against Kids
California Wellness Foundation
454 Las Gallinas Avenue, Suite 177
San Rafael, CA 94903-3618
415-331-3337
Fax: 415-331-2969

Cease Fire
Children's Defense Fund
25 E Street NW
Washington, DC 20001
202-628-8787
Fax: 202-662-3540

Center for Injury Control
Emory University School of Public Health
1462 Clifton Road, NE
Atlanta, GA 30322
404-727-9977
Fax: 404-727-8744

Center to Prevent Handgun Violence
1225 Eye Street NW
Washington, DC 20005
202-289-7319
Fax: 202-408-1851

Cermak Health Services of Cook County
2800 South California Avenue
Chicago, IL 60608
312-890-7488
Fax: 312-890-7792

Citizens for Safety
100 Massachusetts Avenue, Fourth Floor
Boston, MA 02115
617-542-7712

Eddie Eagle
Elementary Gun Safety Education Program
National Rifle Association of America
11250 Waples Mill Road
Fairfax, VA 22030
703-267-1000

Firearm Injuries
Educational Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060
617-969-7100, ext. 2331
Fax: 617-244-3436

Firearm Injury Prevention Curriculum
New Mexico Emergency Medical Services for Children (EMS-C) Project
University of New Mexico School of Medicine
Emergency Medical Department
2211 Lomas NE
Ambulatory Care Center 4 West
Albuquerque, NM 87131
505-272-5062
Fax: 505-272-6503

Firearms and Violence: Juveniles, Illicit Markets, and Fear
Harvard University, John F. Kennedy School of Government
Program in Criminal Justice Policy and Management
79 John F. Kennedy Street
Cambridge, MA 02138
617-495-5188
Fax: 617-496-9053

Fresno Youth Violence Prevention Network
Radio Bilingue, Inc.
1111 Fulton Mall, Suite 700
Fresno, CA 93721
209-498-6965
Fax: 209-498-6968

Gun Court
250 Benefit Street
Providence, RI 02903
401-277-3250

Gun Recovery Unit
1624 V Street NW
Washington, DC 20009
202-673-3506
Fax: 202-673-2154

Gun Safety Awareness Program
Safety and Driver Education
Dade County Public Schools
6100 Northwest Second Avenue
Miami, FL 33127
305-757-0514
Fax: 305-757-7626

Guns, Teens, and Consequences
Tulsa Public Schools
3027 South New Haven, P.O. Box 470208
Tulsa, OK 74147-0208
918-746-6450
Fax: 918-746-6521

Handgun Intervention Program
36th District Court
Madison Center
421 Madison Avenue
Detroit, MI 48226
313-965-3724

Handgun Violence Reduction Program
Baltimore County Police Department
700 East Joppa Road
Towson, MD 21286-5501
410-887-5846
Fax: 410-887-5955

Hands Without Guns
Educational Fund to End Handgun Violence
100 Maryland Avenue NE, Suite 1102
Washington, DC 20002
202-544-7227
Fax: 202-544-7213

Harvard Project on Guns, Violence, and Public Health
Harvard Injury Control Center
Harvard University School of Public Health
718 Huntington Avenue
Boston, MA 02115
617-432-0814
Fax: 617-432-0068

Hazelwood Center High School Student Intervention Program
15955 New Halls Ferry
Florissant, MO 63031
314-839-9500
Fax: 314-839-9524

Hospital-Based Youth Violence Prevention Program
Camden County Prosecutor's Office
25 North Fifth Street
Camden, NJ 08102
609-225-8400
Fax: 609-963-0083

Howard University Violence Prevention Project
525 Bryant Street NW
Washington, DC 20059
202-797-0723

Illinois Council Against Handgun Violence
202 South State Street, Suite 1100
Chicago, IL 60604
312-341-0939
Fax: 312-341-9770

Illinois State Police School Security Facilitator Program
Illinois State Police Training Academy
Springfield, IL 62707
217-786-6902
Fax: 217-786-7208

Injury Prevention and Control Unit
Health Promotion and Disease Prevention
New Jersey Department of Health
50 East State Street, CN-364
Trenton, NJ 08625-0364
609-984-6137
Fax: 609-292-3580

Juvenile Diversion Program
Pima County Attorney's Office and Juvenile Court
2225 East Ajo Way
Tucson, AZ 85713
602-740-5089
Fax: 602-770-9212

Kansas City Weed and Seed Program
1201 Walnut Street, Ste 2300
Kansas City, MO 64106
816-426-3122
Fax: 816-426-4176

Keep Our Kids Alive
216 East 99th Street
New York, NY 10029
212-410-8505
Fax: 212-996-0137

MAD DADS (Men Against Destruction — Defending Against Drugs and Social Disorder)
221 North 24th Street
Omaha, NE 68110
402-451-3366
Fax: 402-451-3500

New York City Metal Detector Program
New York City Public Schools
Director of School Safety
600 East Sixth Street
New York, NY 10009
212-979-3311
Fax: 212-979-3283

PACT (Policy, Action, Collaboration, and Training)
Violence Prevention Project
Contra Costa CountyHealth Services Department
75 Santa Barbara Road
Pleasant Hill, CA 94523
510-646-6511

People Opening the World's Eye to Reality (POWER)
Goldwater Memorial Hospital
Roosevelt Island
New York, NY 10044
212-318-4361
Fax: 212-318-4370

The Prevention Partnership
Center for Substance Abuse Prevention Grant
139 Menahan Street
Brooklyn, NY 11221
718-574-5100
Fax: 718-574-6090

Project LIFE (Lasting Intense Firearms Education)
Training and Alternative Programs
Marion Superior Court, Juvenile Division
2451 North Keystone Avenue
Indianapolis, IN 46218
317-924-7440
Fax: 317-924-7508

Second Chance School
Topeka Schools USD 501
423 South East Norwood
Topeka, KS 66607
913-233-0313
Fax: 913-575-6161

Shock Mentor Program
Prince George's Hospital Center
3001 Hospital Drive
Cheverly, MD 20785
301-618-2100
Fax: 301-618-3966

Solutions Without Guns
Gun Safety Institute
320 Leader Building
Cleveland, OH 44114
216-623-1111
Fax: 216-687-1482

Southeastern Michigan Spinal Cord Injury System
Rehablitation Institute of Michigan
261 Mack Avenue
Detroit, MI 48201
313-745-9740
Fax: 313-993-0812

State Attorney General's Law Enforcement and Educational Task Force
Division of Criminal Justice
25 Market Street, CN085
Trenton, NJ 08625-0085
609-292-4925
Fax: 609-292-3508

STOP — Steps to Prevent Firearms Injury
American Academy of Pediatrics
141 Northwest Point Blvd, P. O. Box 927
Elk Grove Village, IL 60009
800-433-9016
Fax: 708-228-5097

Straight Talk About Risks (STAR)
Center to Prevent Handgun Violence
1225 Eye Street NW
Washington, DC 20005
202-289-7315
Fax: 202-962-4601

UHLICH Children's Home
3737 North Mozart Street
Chicago, IL 60618-3689
312-588-0180
Fax: 312-588-7762

University of Virginia Youth Violence Project
University of Virginia
Hampton Roads Center
Virginia Beach, VA 23462
804-552-1890
Fax: 804-552-1898

Vehicle Impoundment in the City of Chicago
Office of Building and Management
City Hall, Room 604
Chicago, IL 60602
312-744-2604
Fax: 312-744-0471

Violent Injury Prevention Program
Monterey County Health Department
Injury Prevention Section
1000 South Main Street, #306
Salinas, CA 93901
408-755-8486
Fax: 408-758-4770

WARN (Weapons Are Removed Now)
Reseda High School
18230 Kittridge Street
Reseda, CA 91335
818-342-6186
Fax: 818-776-0452

Weapon Watch
Mental Health Center
Memphis City School District, Room 102
2597 Avery Avenue
Memphis, TN 38112
901-325-5810
Fax: 901-325-7634

Words Not Weapons
Office of Violence Prevention
Massachusetts Department of Public Health
150 Tremont Street
Boston, MA 02111
617-727-1246
Fax: 617-727-6088

Youth Alive
Summit Medical Center
South Pavilion, Fourth Floor
350 Hawthorne Avenue
Oakland, CA 94609
510-444-6191
Fax: 510-444-6195

Youth, Firearms, and Violence in Atlanta
Emory University School of Public Health
1599 Clifton Road, NE
Atlanta, GA 30329
404-727-5481
Fax: 404-727-8744

Zero Tolerance Program
San Diego City Schools
4100 Normal Street
San Diego, CA 92103-2683
619-293-8418
Fax: 619-293-8067

The Resource of Youth Gun Violence Reduction Programs and Prevention Organizations is only a partial listing of references. For a complete list, contact the Juvenile Justice Clearinghouse, ordering information on page 13.

Hear What You Missed

At our conferences we have had sessions audio-taped for the convenience of attendees. Safe Schools Coalition receives no remuneration from this service and does not warrant any tape.

Second Joint National Conference on Transition from School to Work

☎ 407-351-1119

Fax: 407-351-9556

- *Learning and Working*
- *The School-to-Work Initiative*
- *After the Beginning of School-to-Work: What We are Learning*
- *Business, School, and Community Leaders Address Critical School-to-Work Issues*
- *Where Do We Go From Here? A Total Community Approach*
- *Total Quality Management Comes to the Classroom*
- *Education in a Technological Information-Based Society*
- *Critical Components of Successful School-to-Career Programs*
- *Scope, Sequence, and Coordination: A Science Curriculum Designed to Meet the Needs of All Students*
- *Baby Steps: Getting a School-to-Work Curriculum Off the Ground*
- *Live-Event Learning: Preparing Students for Work*
- *Integrated System for Workforce Education Curriculum*
- *School to Work: From National Policy to Daily Practice in Schools*
- *The New American High School: Realizing Organizational Change*
- *Systems Capacity Building*
- *School to Work and Systemic Change*
- *Staying Connected: School-to-Work Information Resources via Internet*
- *A Post-Secondary Partnership: College Cooperation Education and School to Work*
- *Integrating Curriculum Success: Strategies and Models from Across the U.S.*
- *Shifting the Paradigm of Education: An Interactive Plan for Reform*
- *Partnerships with the Private School: Innovative School-to-Work Designs with Private Career Colleges and Schools*
- *Breaking Through Barriers: How to Create a School-to-Career Process That Really Works*
- *School to Career Growing Pains and Pleasures*
- *Making the School-to-Work Transition Through Technology Infusion*
- *Forum on Successful Business Partnerships*
- *Putting the Pieces Together: A Pre K-12 School-to-Work Initiative*
- *Building Successful School-to-Work Linkages: Restructuring Curriculum and Inceasing Rigor*
- *Update on School-to-Work Initiatives in the Flint Community Schools*
- *From Ideas to Reality: Block Scheduling Work-Based and Career Academics*
- *Helping Them Live Happily Ever After*
- *Building Bridges from School to Work*
- *The Nuts and Bolts of Work-Based Learning*
- *Beyond Theory in Curriculum Integration and Career Paths: Facing and Solving Difficult Implementation Issues*
- *Making School to Work Happen: The School Board Connection*
- *I Can Make a Difference: Good Deeds Promote Harmony*
- *Using the Core Curriculum to Deliver School-to-Work Proficiencies*
- *The Institute on Education and the Economy: Report on School-to-Work Research in Progress*
- *School to Career: The Buffalo Plan*
- *Restructuring High Schools Using a School-to-Work Foundation*
- *Comprehensive Transition Planning: Practical Techniques for Assessing Needs, Developing Plans, and Ensuring Action*
- *Powerful Interpersonal Communication and Social Skills that Ensure Successful School-to-Work Transitions*
- *Lancaster County Academy: A School-to-Work Alternative Program*
- *It Takes a Community to Carrer a Child*
- *Take Flight: Collaboration Between the Aviation Industry and Education*
- *Teaching for Understanding for the Thrill of Learning by Integrating Academic and Vocational Studies*

Joint International Conference on Developing Religious, Racial, and Ethnic Tolerance

Wednesday • March 19

Registration (3:00 – 7:00 p.m.) • Networking Reception (7:00 – 8:00 p.m.)

Thursday • March 20

Registration (7:30 a.m. – 3:00 p.m.)

Networking Continental Breakfast • (7:45 - 8:30 a.m.)

Welcoming Remarks (8:45 a.m.) • Gwendolyn J. Cooke, Ph.D.
Keynote Address (8:55 - 10:00 a.m.) • Kareem Abdul-Jabbar

Honor, Dignity, Connection, and Courage

Since retiring from basketball in 1989, Mr. Abdul-Jabbar, one of the great basketball players in history, has authored three important works: *Giant Steps, Kareem*, and now *Black Profiles in Courage: A Legacy of African-American Achievement.* To quote General Colin L. Powell, "the stories will both educate and inspire readers of all ages and races who still believe in the indomitability of the human spirit."

Sessions 10:15–11:30 a.m.

1. ***Patterns of Race Relations in American Middle and High Schools*** • Jomills Henry Braddock II, Ph.D., Marvin P. Dawkins, Ph.D., and George Wilson, Ph.D., University of Miami (FL), Dept. of Sociology.
2. ***Involving Citizens in Public Dialogue and Problem Solving: Cultivating Tolerance through Study Circles*** • Matt Leighninger, Program Director, Study Circles Resource Center, Pomfret, CT.
3. ***Bringing the Lessons Home: Holocaust Education for the Community*** • Lynn D. Williams, DC Area Schools Project, Washington, DC. This session is sponsored by the **United States Holocaust Memorial Museum.**
4. ***Using Critical Thinking to Understand Prejudice*** • Brant Abrahamson, The Teachers' Press, Brookfield, IL.
5. ***Facing History and Ourselves Curriculum*** • Marc Skvirsky, National Program Director, Facing History and Ourselves, Brookline, MA. This session is sponsored by the **National Association of Secondary School Principals.**
6. ***Forming Stereotypes: An Exercise in Enlightment*** • April Goral, Jewish Family Services, Milwaukee, WI. This session sponsored by the **Jewish Family Services.**

Thursday • March 20 (Continued)

7. ***The Challenge of Religion in the Public Schools*** • Joan S. Peppard, J.D., Southern States Counsel, Anti-Defamation League of B'Nai B'rith, Miami, FL; and Deborah A. Batiste, Assistant Director, Schools and Education, Anti-Defamation League of B'Nai B'rith, Washington, DC. This session is sponsored by the **Anti-Defamation League of B'Nai B'rith.**

Sessions 1:00 – 2:15 p.m.

8. ***Nurturing Tolerance in Schools Through Character Development: Sathya Sai Education in Human Values*** • Ronne Marantz, Ph.D., Heathcote School, Scarsdale, NY.

9. ***Promoting Tolerance at the High School Level*** • Joseph V. Moros, San Clemente High School, CA.

10. ***"How-To" Model for Organizing a Successful High School Diversity Conference*** • Janet Sammons, Cherry Creek High School, Englewood, CO.

11. ***Religion and Public Education: From Battle Ground to Common Ground*** • Oliver Thomas, Ph.D., Attorney, National Council of Churches, Maryville, TN; and the Reverend Dr. Joan Brown Campbell, Ph.D., General Secretary, National Council of Churches, New York, NY. This session is sponsored by the **National Council of Churches.**

12. This session is sponsored by the **Association for the Advancement of Social Work With Groups.**

13. ***Becoming Together: Developing Youth Intergroup Racial Relations: The Home-Court Classroom Model*** • John L. Hart, Ph.D., and Mal Henry, Ph.D., Alabama A&M University, Normal, AL.

14. ***Human Rights Education*** • Loretta Ross, Center for Human Rights Education, Atlanta, GA. This session is sponsored by the **Center for Human Rights Education.**

Sessions 2:30 – 3:45 p.m.

15. ***The Judicial Response to Minority Youth Overrepresentation in the Juvenile Justice System*** • David J. Gamble, Manager of Curriculum and Training, National Council of Juvenile and Family Court Judges, University of Nevada, Reno.

16. ***Prejudice Across America*** • James Waller, Ph.D., Dept. of Psychology, Whitworth College, Spokane, WA. This session is sponsored by the **National Association of Secondary School Principals.**

17. ***Building Tolerance and Unity: Two Models of Multicultural Student Clubs*** • Paul Spies, University of Wisconsin–Madison; and Troy Franklin, Waukegan Career Academy, Zion, IL.

18. ***Moving Beyond Tolerance: Techniques for Authentic Inclusion*** • Clarence N. Wood, President, and Terri A. Johnson, Staff Assistant, Human Relations Foundation, Chicago, IL.

19. ***It's a Matter of Choice*** • Adrian T. Westney, Columbia Union Conference of the Seventh Day Adventist. This session is sponsored by the **North American Division, The Public Affairs and Religious Department of the Seventh Day Adventist.**

20. ***Hands Across the Campus*** • Jeffrey Weintraub, The American Jewish Committee, Belfer Center for American Pluralism, Washington, DC. This session is sponsored by the **American Jewish Committee, Belfer Center for American Pluralism.**

Thursday • March 20 (Concluded)

21. This session is sponsored by the **Boys and Girls Clubs of America** • Michelle Hailey, Director.

Networking Mixer • Exhibit Hall • 4:00 – 5:00 p.m.

Come and meet new friends and colleagues. Complimentary soft drinks, snacks, and cash bar.

Friday • March 21

Networking Continental Breakfast (7:45–8:30 a.m.)

Plenary Session (8:45–10:00 a.m.)

Blacks and Jews in Conversation

The Honorable William C. Thompson and **The Honorable Jerome Hornblass**, Justices of the New York State Supreme Court. These two state supreme court justices put aside their robes at least once a month to promote racial tolerance. They invite students into courtrooms to talk about racism and anti-Semitism. They visit classrooms in public schools, yeshivas, and college campuses. They hold forums that bring black and Jewish children together, often for the first time. This initiative with five black and six Jewish judges has widened to more than 200 judges and lawyers including many who are Asian, Hispanic, and white.

Sessions 10:15–11:30 a.m.

22. ***Rights, Responsibility, and Respect: A Civic Framework for Living With Our Deepest Differences*** • Charles Haynes, Ph.D., and Marcia Beauchamp-Phillips, Freedom Forum First Amendment Center, Nashville, TN. This session is sponsored by the **Freedom Forum First Amendment Center.**

23. ***Education and Influence Through Dramatic Study*** • Bill Jacobsen, Hunting Hills High School, Red Deer, Alberta, CN.

24. ***Social and Emotional Education: Providing the Tools for Tolerance*** • Raymond J. Pasi, Ph.D., La Salle Academy, Providence, RI.

25. ***Building Altruism: Using Lessons from the Holocaust to Avoid Intolerance and Develop Caring*** • Rose Rudnitski, Ed.D., State University of New York, New Paltz, NY.

26. ***Invisible Walls*** • Sandy Horwitt, People for the American Way, Washington, DC. This session is sponsored by the **People for the American Way.**

27. ***Ethnic Sharing: Prejudice Reduction Through Oral History*** • Andrew Stern and Sal Fandale, Bay Shore High School, Bay Shore, NY.

Friday • March 21 (Continued)

28. ***Combating Prejudice in Our Schools and Communities*** • Deborah A. Batiste, Assistant Director, Schools and Education, Anti-Defamation League, Washington, DC. This session is sponsored by the **Anti-Defamation League of B'nai B'rith.**

Sessions 1:00 – 2:15 p.m.

29. ***Religion in the Public Schools: How to Get It Right*** • J. Brent Walker, General Counsel, Baptist Joint Committee on Public Affairs, Washington DC. This session is sponsored by the **Baptist Joint Committee on Public Affairs.**

30. ***Developing Leadership Groups for Adolescents: An Empowerment Model for Teaching Tolerance*** • Myra Marcus, Ph.D., and Walter Pierce, Ph.D., Barry University, Miami Shores, FL.

31. ***It's a Small World After All: Students Together Against Racism*** • Joanne Bergbom, Judith Waitz, and students from STAR, H. Frank Carey High School, Franklin Square, NY.

32. ***Moral, Civic, and Ethical Education: Teaching About Religion, Responsible Attitudes, Behaviors, and Hate Crimes*** • Forrest L. Turpen and Richard Deckard, Christian Educators Association, Pasadena, CA; and Daniel Elliott, Ph.D., Azusa Pacific University, San Dimas, CA. This session is sponsored by the **Christian Educators Association.**

33. ***Hate Groups at the High School Level*** • Ms. Beni Ivey, Center for Democratic Renewal, Atlanta, GA. This session is sponsored by the **Center for Democratic Renewal.**

34. ***Celebrating Diversity: A Secondary High School Multicultural Approach*** • Manuel L. Isquierdo, Principal, and Mary Elin Barnish, Asst. Principal, Glenbard North High School, Carol Stream, IL.

35. ***We Are One: A Curriculum to Develop Tolerance in Middle School Children*** • Susan H. Clauss, Progressive Youth Center, St. Louis, MO.

Sessions 2:30 – 3:45 p.m.

36. ***What Works in Race Relations: A Summary of Research*** • Willis D. Hawley, Ph.D., Dean, College of Education, Deborah Bailey, Ph.D., Dir. of Programs, University of Maryland, College Park, The Common Destiny Alliance. This session is sponsored by the **Common Destiny Alliance.**

37. ***Bias Awareness and Creative Response to Conflict*** • Priscilla Prutzman and Judith Johnson, Children's Creative Response to Conflict, Nyack, NY.

38. ***Just Mediate It*** • Theresa Snyder. This session is sponsored by the **American School Counselor Association,** Alexandria, VA.

39. ***Safe and Drug-Free Schools*** • This session is sponsored by the **U.S. Office of Education, Elementary and Secondary Division.**

40. ***From Hatred to Tolerance: Bridging the Gap*** • This session is sponsored by the **National Education Association** and the **American Federation of Teachers.**

41. ***BLOOM! Building Level Opportunities to Operationalize Multiculturalism*** • Celine K. Kandala, Principal, Gateway School District, Evergreen Elementary School, Monroeville, PA.

Friday • March 21 (Concluded)

Networking coffee and tea (3:45–4:00 p.m.)

Plenary Session (4:00–5:15 p.m.)

Tolerance: "Individual Rights" — Collective Responsibility

A panel consisting of a human rights advocate and representatives from Asian and Hispanic communities will address this topic. What is the challenge of a democracy to respect and enable the human rights of ethnic groups while not injuring the rights of the majority? What rights do all sub-groups have in the context of the American democracy? What responsibilities do they have? What forces operate in favor or against these groups exercising their civli/human rights? What are some exemplars of successes and how did they happen are questions this panel will address?

Saturday • March 22

Coffee and tea mixer (8:00 – 8:45 a.m.)

Sessions 9:00 – 10:15 a.m.

42. ***Demand Diversity: Change with Class!*** • Doyle Landry, Positive Vision, Country Club Hills, IL.

43. ***A Stacked Deck: Raising Teachers' Awareness of Equity Issues Through a Simulation Experience*** • Jeffrey A. Frykholm, Ph.D., Virginia Polytechnic Institute and State University, Blacksburg, VA.

44. ***Examining Diversity within a Religious Setting*** • Marsha D. Prophet, Ph.D., Western Connecticut State Univ., Danbury, CT

45. ***Bridging the Gap of Intolerance: Mobilizing and Utilizing Spiritual Resources in Building Healthy Communities*** • Carlos J. Vallejo, Ph.D., Arizona State University, Tempe, AZ; and Marie A. Sullivan, Office of Peace and Justice, Phoeniz AZ.

Plenary Session (10:45–12:00 noon)

From Battle Ground to Common Ground:
Religious Liberty in the Public Schools

Professor Charles Haynes, Freedom Forum First Amendment Center.

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Calendar of Conferences

Safe Schools Coalition, Inc. — along with many other co-sponsoring organizations — presents the following schedule of conferences:

Third Joint National Conference on Alternatives to Expulsion, Suspension, and Dropping Out of School

January 16-18, 1997
Holiday Inn International Drive Resort • Orlando, Florida

First Joint International Conference on Developing Religious, Racial, and Ethnic Tolerance

March 20-22, 1997
Holiday Inn International Drive Resort • Orlando, Florida

Fifth Joint National Conference on Gangs, Schools, and Community

September 25-27, 1997
Holiday Inn International Drive Resort • Orlando, Florida

Seventh International Conference on Sexual Assault and Harassment on Campus

October 16-18, 1997
Holiday Inn International Drive Resort • Orlando, Florida

For more information or to register call 800-537-4903

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Fifth Joint National Conference on

Gangs, Schools, and Community

Call for Presenters

September 25-27, 1997 • Holiday Inn International Drive Resort, Orlando, FL

Co-sponsors: United Neighborhood Centers of America • Association for the Advancement of Social Work with Groups • National Urban League • American School Counselors Association • U.S. Department of Justice and 13 other national organizations.

The plenary and breakout sessions, the "sharing fair," and networking opportunities of the Conference will concurrently address: school and community intervention programs • reducing the attractiveness of gangs • legal and security issues concerning school and governmental policies • research on gangs • basic prevention programming.

In addition to a call for symposia, papers, and workshop presentations in breakout sessions on these topics, the conference will highlight dozens of noteworthy programs serving schools. Various student, school, and community organizations will present displays and provide handouts which describe how they are reducing the negative impact of gangs and providing services to students.

☎ 800-537-4903 for Guidelines for Presenters

Deadline for Submission • March 1, 1997

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SCHOOL INTERVENTION REPORT

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